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ABSTRACT

This curriculum guide offers an overview of objectives, courses, and materials which comprise the social studies component of the junior and senior high school educational program in the state of Hawaii. The document is presented in six chapters. Chapter I lists general objectives, including that students develop independence in learning, a positive self-concept, problem-solving skills, and creative potential, and that they learn how to become responsible citizens. Chapter II presents a rationale for social studies education and a general description of the social studies curriculum. Chapter III identifies goals for various grade levels. Chapter IV characterizes ideal learning environments and suggests teaching strategies including listening to student comments, helping students collect and analyze data, and helping students focus on a specific problem. Chapter V offers detailed outlines of program objectives, student performance expectations, and course descriptions. For each grade level, information is presented on course topic, cognitive and affective objectives, general scope of the topic, and a course outline. The final chapter suggests and reviews over 30 sample instructional and resource materials for use by educators and curriculum developers as they develop and implement social studies programs for grades seven through 12. Cost and availability information is included for all materials. (DB)

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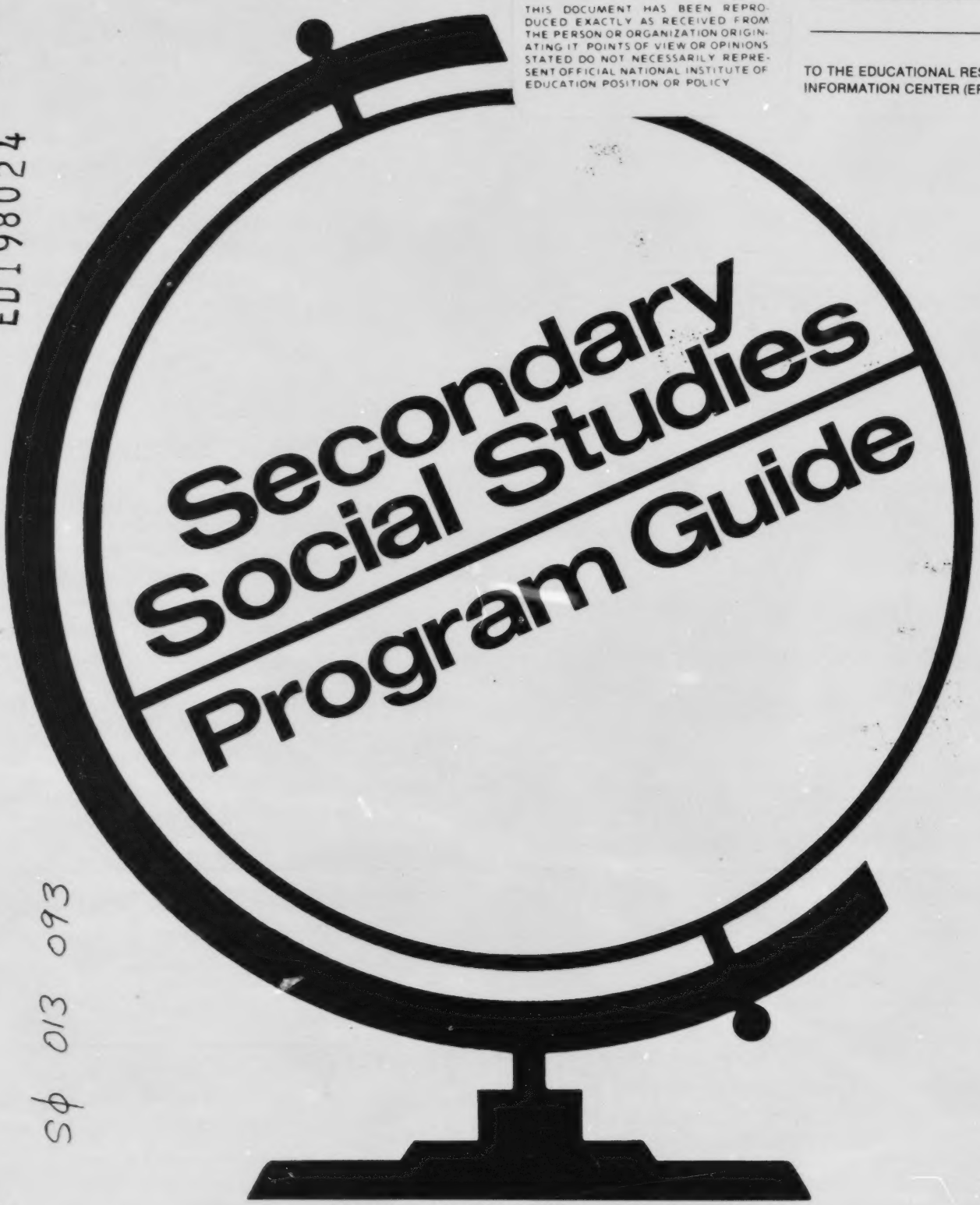

Secondary Social Studies Program Guide

Office of Instructional Services/General Education Branch
Department of Education • State of Hawaii • RS 79-8168 • September 1979

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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FOREWORD

The Secondary Social Studies Program Guide is designed to provide direction for teachers and administrators in the development of school-level social studies programs and in the effective implementation of these programs. It presents a framework within which schools can recognize their primary contribution to the total education of the student. Appropriate objectives can then be developed for school social studies programs and instructional purposes. Further curriculum guidelines are presented which can be useful in the selection of instructional/resource materials and learning experiences/activities for a range of students.

Social studies is a dynamic enterprise that involves people and society. It examines past and present human conditions and interactions, and reflects upon the future of society through a number of thought-provoking experiences. It should result in students who are continually developing as responsible citizens, and who can also contribute toward a more just society.

It is the intent of this publication to provide the guidelines for developing and implementing school level social studies programs to meet this challenge.

CHARLES G. CLARK
Superintendent

JAN 26 1981

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The Secondary Social Studies Program Guide is the result of the cooperative efforts and thinking of many people.

Special appreciation and gratitude are extended to Mrs. Victoria Yamada and social studies teachers at Highlands Intermediate School for key contributions toward the intermediate level curriculum guidelines, and to Mrs. Jane Kinoshita, who assisted in developing the substance of several of the high school courses.

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The Department is also appreciative of the directions and guidelines provided by the National Council for the Social Studies, and the Social Science Education Consortium, Inc., of Boulder, Colorado.

I. OVERVIEW OF THE SOCIAL STUDIES PROGRAM

The Foundation Program Objectives established by the Hawaii State Department of Education provide the basis for curriculum planning and development throughout the state. A student who achieves these eight Foundation Program Objectives by high school graduation is considered capable of successfully coping with adult life. These objectives are:

1. Develop basic skills for learning and effective communication with others.
2. Develop positive self-concept.
3. Develop decision-making and problem-solving skills consistent with the student's proficiency level.
4. Develop independence in learning.
5. Develop physical and emotional health.
6. Recognize and pursue career development as an integral part of personal growth and development.
7. Develop a continually growing philosophy that reflects responsibility to self as well as to others.
8. Develop creative potential and aesthetic sensitivity.

Social Studies and the Foundation Program Objectives

Each instructional area has major responsibility for student achievement of the one or more Foundation Program Objectives for which it makes a unique contribution. No instructional area has major responsibility for student achievement in all eight Foundation Program Objectives.

The major contribution criterion is whether curriculum in a given instructional area directly contributes to attainment of a given Foundation Program Objective and provides for instruction for achievement of that objective. The responsibilities for Social Studies have been designated as follows:

--Foundation Program Objective 2: Develops positive self-concept.

--Foundation Program Objective 3: Develops decision-making and problem-solving skills consistent with the student's proficiency level.

--Foundation Program Objective 7: Develops a continually growing philosophy that reflects responsibility to self as well as to others.

The relationship between the Foundation Program Objectives and an instructional area is a matter of emphasis, rather than exclusive responsibility. Most subject areas contribute in some way to the achievement of all Foundation Program Objectives. However, to assure accountability, Performance Expectations have been identified for Social Studies where the subject area is viewed as making a major and unique contribution toward attainment of a given Foundation Program Objective.

Social Studies Performance Expectations

Performance Expectations are statements of the important competencies expected of a range of students at certain grade levels. Each Performance Expectation specifies a demonstrable behavior which requires the application of knowledge, skills, or attitudes.

Performance Expectations are developed to guide classroom instruction and improve instructional programs. They provide the framework for curriculum development at the school, district and state levels. On the basis of Performance Expectations, student needs can be diagnosed and appropriate educational experiences prescribed.

The Performance Expectations currently identified for Social Studies do not cover all of the competencies expected of students in the course of their schooling. Rather, they represent critical student behaviors which are considered essential for student achievement in relation to the respective Foundation Program Objective.

Social Studies Performance Expectations can best be thought of as very important but broad statements of desired student behavioral outcomes. Although useful in guiding the development of instructional objectives, these statements do not fully circumscribe an instructional program, and therefore, should not be regarded as a substitute for well written instructional objectives at the school level.

Not all students are expected to achieve every Performance Expectation currently identified for the subject area. This is because Performance Expectations are written in varying degrees of difficulty for each of the Foundation Program Objectives to allow for individual differences among students and to help students develop their fullest potential. They are currently written for grades 3, 6, 8, 10, and 12.

The Social Studies Performance Expectations currently identified for Foundation Program Objectives 2, 3, and 7 are presented in Section V of this guide, which delineates the curriculum guidelines.

In summary, teachers are given the responsibility for providing instruction relevant to Performance Expectations, which are a selected sampling of the more detailed Social Studies Program goals and objectives. These goals and objectives are delineated in this Secondary Social Studies Program Guide. This guide will also provide content and instructional guidelines to assist in instructional planning.

A. A RATIONALE FOR SOCIAL STUDIES EDUCATION

Social studies education has a two-fold purpose: enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end. Although this dual purpose is shared with other curricular areas, it clearly directs the particular purposes and guidelines for social studies education.

Human dignity means equal access to the rights and responsibilities associated with membership in a culture. It has long included ideas such as due process of law, social and economic justice, democratic decision-making, free speech and religious freedom. Today that meaning has been extended beyond its political and economic connotations, and now includes self-respect and group identity. The idea of human dignity is clearly dynamic and complex, and its definition is likely to vary according to time and place. However, the essential meaning remains unchanged: each person should have the opportunity to know, to choose and to act.

Rational processes refer to any systematic intellectual effort to generate, validate, or apply knowledge. They include both the logical and empirical modes of knowing, as well as strategies for evaluating and decision-making. The essence of rational processes resides in each person's opportunity to decide in accord with the evidence available, the values held, and the rules of logic. Therein lies the link between human dignity and the rational processes.

But without action, neither knowledge nor rational processes are of much consequence. Whatever students of the social studies learn should impel them to apply their knowledge, abilities, and commitment toward the improvement of the human condition.

As knowledge without action is useless, so actions without knowledge are unjustifiable. Those who seek to resolve social issues without understanding tend not only to behave irresponsibly, but in ways that damage their own future and the human condition. Therefore, knowledge, reason, commitment to human dignity, and action are to be regarded as complementary and inseparable.

B. THE SOCIAL STUDIES CURRICULUM

The Social Studies Curriculum is comprised of four components: knowledge, skills and processes, valuing, and social participation.* Each must be viewed as equally important. The relationship among these four components is tight and dynamic. Each interacts with the others. Each nourishes the others.

Knowledge

Knowledge about the real world and the worthiness of personal and social judgments are basic objectives of social studies instruction. A major task of social studies education is to demonstrate the power of rationally-based knowledge to facilitate human survival and progress, while at the same time demonstrating that the means of persuasion to this point of view are as important as the ends.

The traditional sources of knowledge for the social studies are history and the social science disciplines. They are and should remain important sources. However, the reasons for deriving social studies knowledge from history and the social sciences are not self-evident. Careful thought justifies such knowledge on needs of individual students and of society for powerful ideas, dependable information, and reliable methods of inquiry.

Broadly based social issues do not respect the boundaries of the academic disciplines. The efforts of social scientists to develop an understanding of human behavior through research are not necessarily related to society's persistent problems and are seldom intended to arrive at the resolution of value conflicts or the formulation of public policy. Thus, while there could be no social studies without history and the social sciences, social studies is something more than the sum of these disciplines.

The knowledge component of the curriculum also serves more particular functions. First, it provides historical perspective. A sense of the past serves as a buffer against detachment and presentism -- living just for today -- and thereby enables an individual to establish a cultural identity. Second, knowledge helps a person perceive patterns and systems in one's environment. It is this ordering function which makes the social universe, even with its increasing complexity, more nearly manageable. Third is the function of knowledge as the foundation for social participation. Without valid knowledge, participation in the affairs of society will be ineffectual and irresponsible.

In a composite way, the broad function of knowledge, whatever its source, is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, together with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

**Adapted from a position statement by the National Council for the Social Studies, "NCSS Social Studies Curriculum Guidelines," 1979.*

Skills and Processes

Skills and processes provide the means of achieving objectives. Focus is on intellectual, data processing, and human relations competencies.

Intellectual Competencies

Intellectual skills, usually called thinking skills, include lower level intellectual operations, such as memory, as well as more complex cognitive processes such as analyzing, synthesizing, and evaluating. Inquiry-oriented approaches, which give attention to the more complex cognitive processes, have received considerable attention in educational literature, but extensive practice and support are not yet evident.

Thinking competencies serve several functions. They provide the primary means to knowledge. They also enable an individual to ask significant questions; they permit analysis of conflicts; they enable problem-solving in both convergent and divergent ways; they enhance decision-making power; and they support efforts to form and clarify values. Such intellectual skills are of paramount importance in resolving social issues.

Although thinking entails a great variety of intellectual operations, divergent thinking and valuing require special attention because they are not only central to social studies education, but are among the more puzzling terms which are used in education.

Divergent thinking (defined in terms of flexibility, spontaneity and originality) seeks uncommon answers to difficult questions. Individuals make the most of their potential powers not by staying with what is common, regular, or already known, but by encountering the challenge of the open-ended and unsolved and by attempting to cope with perplexing situations. What is needed is a climate which encourages fresh insights.

Valuing must be considered, in part, as an intellectual operation. Social studies confronts complex questions rooted in conflicting attitudes and values. Therefore it is neither desirable nor possible for social studies teachers to attempt to establish a "value-free" situation in the classroom; student behavior, teacher behavior, subject matter, and instructional materials all are the products of value-laden judgments. Students must become experienced in discerning fact from opinion, objectivity from bias. Students need to learn to identify their own value assumptions along with those of others, to project and evaluate consequences of one value stance or another. When valuing is thought of as a rational process, students can be helped to clarify and strengthen their own commitments.

Data Processing Competencies

Data processing skills are given considerable attention especially at the elementary school level. These skills include competence to locate and compile information, to present and interpret data, and to organize and assess source material. Social studies teachers at all levels, however, should continue to develop and reinforce proficiency in these skills. They should also assume special responsibility for instruction in reading materials directly related to the social studies and in the use of the tools or the methodologies of the historian and other social scientists. Higher levels of proficiency in data processing skills -- for example, identifying hypotheses, making warranted inferences, and reading critically -- must also be incorporated into the curriculum of all grades, K-12.

Human Relations Competencies

Human relations competencies are associated with social behavior. Effective interpersonal relations seem to depend on a sensitivity to the needs and interests of others, adequately developed communication skills, and the ability to cope with conflict and authority. In the classroom and in the school at large, students should have abundant opportunities to work out social relationships at the face-to-face level. Students should also have experience in dealing with highly charged emotional conflicts in the social arena with rational inquiry. They should undergo the demands placed on them both as leaders and followers and should learn to make contributions in both roles. When students hold minority views, they can learn to function as thoughtful critics, seeking to bring about needed reform through legitimate processes.

Student learning is developed and proficiencies are acquired only through real opportunities for constant practice and use, systematically planned for in the curriculum and implemented by teachers. Equally important is the recognition of skills as the critical bond between knowledge, valuing, and social participation.

Valuing

Social studies education neither can nor should evade questions of value. Although valuing is an intellectual process, value orientations of social institutions and value positions of individuals and groups have consequences for action. Moreover, society cannot contend with problems such as war, racism, environmental pollution, poverty, deteriorating cities and an unfulfilled quality in living, without a searching consideration of values.

The role of the school as an agent for inculcating widely held societal norms, standards of behavior, and ideological preferences is clouded by conflicting attitudes held by various groups. It is well to remember that the school is only one force influencing the values of the young.

However, the school can help young people recognize that among people, there are many sets of values rooted in experience and in terms of culture. Such a realization is a force against ethnocentricism. The school can provide opportunities for examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students. Students need help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that for all the importance of evidence, facts alone do not determine decisions, that there are times to suspend judgment, and that many problematic situations have no set answers. The expectation that problematic situations are open to inquiry contribute to the student's feeling of competence and sense of identity.

Moreover, the school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. The school itself is a social institution, and the values embedded in its daily operation can exert a powerful influence. Fair play and justice, free speech, opportunity for decision-making, support for self-respect, choice, acceptance of the lifestyles of the community, group identity, and the right to privacy can be expected for all students and teachers in every classroom. The recognition that the school and its social studies program cannot be value-free may foster the serious consideration of what the school's role ought to be.

Social Participation

Social participation calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting the world society. It should mean the application of knowledge, thinking, and commitment in the social arena. An awareness that one can make a contribution to society is an essential ingredient for a positive self-concept. Programs ought to develop young adults who will say: "I know what's going on, I'm part of it, and I'm doing something about it."

Extensive involvement by students of all ages in the activities of the community locally, nationally and internationally, is essential. Many of these activities may be in problem areas considered controversial, but many others will not be. The involvement may take the form of political campaigning, community service or improvement, or even responsible demonstrations. The school should not only provide channels for such activities, but build them into the design of its social studies curriculum.

Education in a democratic framework clearly requires that such participation be consistent with human dignity and with the rational processes. Such participation must be voluntarily chosen. It should be undertaken with systematic, thoughtful deliberation. Educational institutions can make a significant contribution to society by providing students with the knowledge and experience necessary to be effective, singly or as part of organized groups, in dealing with social situations.

INTRODUCTION

Education helps learners grow and change. Goals are a means of communicating about learning. They identify what changes are possible and desirable. Teachers, students, parents, the school board and the community have major roles in influencing growth and change. Thus all of these groups should be involved in formulating the goals of a program. In Hawaii, the Foundation Program Objectives and their concomitant Performance Expectations reflect the goals of education for all students.

Goals differ from course objectives in the level of generality with which they describe learning outcomes. Program goals describe the broader outcomes, while course objectives describe the more specific outcomes related to the goals. They also differ in the type of planning for which they are suited. Program goals serve as guides to planning and organizing programs at state and district levels, while course objectives usually serve as guides to planning courses in schools, departments, and classrooms.

The levels of goals and objectives are as follows:

1. System Goals:	The Board of Education's statements of purpose which enunciate the school system's philosophy of education (Master Plan for Public Education In Hawaii and Foundation Program -- Student Performance Expectations of the Foundation Program).
2. Program Goals:	The Secondary Social Studies Program goals which describe the general outcomes, collectively reflecting all the courses offered in the program (Secondary Social Studies Program Guide).
3. Course Objectives:	The objectives identified for each course offered in the Secondary Social Studies Program which describe the specific outcomes expected from learnings in the various courses (Authorized Courses and Code Numbers).
4. Instructional Objectives:	The objectives identified for the learning activities or experiences within a course which specify the method of measurement as well as the desired behavior.

This program guide presents goals and objectives at the levels designed for instructional planning and not the instructional, behavioral or proficiency objectives that include measurement indicators or prerequisites and proficiency levels. To the degree that is possible, teachers and students are being provided with explicit statements of possible learnings for which they can accept responsibility in ways most suitable to their instructional circumstances. Teachers and students are free to select those methods of achieving selected outcomes which seem most promising within the constraints of their resources and capabilities. This approach places greater demands on the ingenuity and professionalism of teachers, but has far greater potential because of its consistency with motivational principles and its reliance on the trained judgment of the professional on the scene.

SOCIAL STUDIES PROGRAM GOALS*

The central purpose of the social studies program is to develop responsible citizens who will continue to work toward a more just society. Understanding of past and present human conditions and interactions, and reflection of the future of society through a series of thought-provoking experiences should result in the following:

1. The student knows historically documented facts about people, places, events, inventions, institutions, etc., of traditional or practical significance to communities of which he or she is a member.

2. The student knows scientifically validated facts about the social, political, and economic behavior of humans and human organizations in a variety of times and environments.

3. The student understands substantive concepts, principles, and theories that provide a variety of contexts for interpreting information about human life and affairs.

4. The student understands principles and knows procedures involved in the discovery and validation of fact and theory in history and the social sciences.

5. The student is able to select and use appropriate criteria, procedures, and information sources to assess the validity or significance of findings about past, present, or future human life or affairs.

6. The student is able to interpret and accurately use symbols, figures, and models by which scientifically gathered information is related and displayed (e.g., maps, tables, graphs, charts).

7. The student is able to identify and analyze problems and issues by which he or she is affected as a member of a changing multicultural society.

8. The student is able to clarify value conflicts or communication problems which affect choices, decisions, or relationships.

9. The student is able to construct, evaluate, and revise alternatives for personal goals, plans, or problem solutions, considering costs and benefits to self and to others affected by his or her decisions.

10. The student is able to participate actively and responsibly in collective decisions affecting the social, economic, political, or physical environment in which he or she lives.

11. The student values the creativity and diversity of human arts and ideas.

12. The student values knowledge and skills enabling individuals, groups, and societies to cope effectively with the complexity of human circumstances.

13. The student values contributions of history and the social sciences to his or her growing philosophy with regard to self, others, and the environment.

Adapted from Tri-County Goal Development Project, Multnomah County Intermediate Education District, "Program Goals and Subject Matter Taxonomies for Course Goals, K-12", 1973, page 93. Printed with permission. Material may not be reproduced without permission from the Tri-County Goal Development Project Coordinator.

IV. THE LEARNING ENVIRONMENT

The learning environment includes the school, the classroom, the community and the interaction of the teacher and student within these contexts at various times.

Articulation and Communication

An effective K-12 social studies program necessitates articulation and communication among schools, especially between and among the different levels (elementary, intermediate or high) within an area. In other words, it is essential that intermediate schools articulate with their feeder elementary schools, and that the high schools articulate with their feeder intermediate schools. It is also important that elementary schools understand the curriculum for the intermediate and high schools as they must provide the foundation upon which further learning must take place.

Implementation of an Effective K-12 Social Studies Program

The following conditions are deemed essential to effectively implement the Social Studies Program:

-- Provision of adequate time for social studies instruction in various learning environments.

-- Planning systematically to achieve the social studies program goals through a K-12 sequential development.

-- Understanding the broad goals of the social studies program to enable designing various learning activities and experiences consonant with the goals.

-- Awareness of sound principles of learning and applying these in the design of the overall learning environment.

-- Use of a wide variety of instructional strategies, techniques and interaction skills to provide for optimum learning conditions to meet the needs and interests of all students.

-- Demonstration of attitudes and values which provide for a positive learning climate for all students.

Instructional Practices in the Social Studies

Instruction in social studies involves designing and implementing various teaching strategies by teachers to make historical and social science knowledge relevant to students' lives and levels of understanding and perception of the world they live in.

What constitutes teaching strategies? Is there a common set of teacher behaviors basic to all teaching strategies? An analysis of widely used practices by teachers of social studies has yielded some data which can be synthesized into some general categories of teacher behaviors.* The following three categories of teacher behaviors reflect characteristics common in many teaching strategies which may be used to analyze current instructional practices.

1. Enabling Behaviors

   a. Structuring Behaviors. Every teacher in every classroom structures that total classroom for students. He or she does this consciously and unconsciously, directly and indirectly. Even the "non-structured" classroom imposes a structure to which and within which the students must act and react.

   b. Focusing a Problem. This teacher behavior calls attention to a problem situation to which the student is invited to respond. It is always conceived with multiple objectives in mind. In setting focus on a problem, the teacher is aware of the kinds of learnings which are expected and presents the verbal stimulus in carefully, consciously stated ways. The teacher is conscious not only of the content of that which is being taught, but also of what kind of learning is being sought. Over time, problem focusing shifts to become more and more a student behavior.

   c. Accepting. Acceptance is demonstrated in many forms. Basically, the teacher is nonevaluative and nonjudgmental. This behavior serves as a means of strergthening the internal state within learners to develop their own motivation and reinforcement patterns.

   d. Clarifying. This behavior is related to accepting in that it reflects the teacher's interest in listening to what the student is saying or trying to say. It further extends acceptance by showing the student that his/her ideas are worthy of exploration and consideration as the teacher is making every effort to understand them.

   e. Facilitating the Acquisition of Data. The teacher creates the environment which is responsive to the student's quest for information. The teacher may be a resource as well as other primary and secondary sources of information, equipment and other raw materials.

Adapted from a paper prepared by Arthur L. Costa, Barbara Hunt, Charles Lavaroni, Douglas Minis, Norma Randolf, and Bob Watanabe, SMORTS (A Synthesis of Major Organizers Recurring in Teaching Strategies), Sacramento County Office of Education.

f. Silence. This is a time which allows students to do their own thinking. It helps maintain the appropriate role patterns for autonomous learning. When a teacher poses a problem focus, then remains silent, it helps the student further realize that the responsibility for solving the problem is with oneself, not the teacher.

g. Modeling. A congruence between teacher behavior and what is being taught as desirable behavior will contribute toward lessening any credibility gap for students and facilitates learning by reducing students' feelings of anxiety.

2. Supportive Behaviors

These behaviors are intended to raise the student's behaviors, feelings, thinking processes or values along a continuum, hierarchy or taxonomy. They are interventions which are intended to help students perfect, refine, or lift performance to higher levels than those which enabling behaviors allow.

3. Diagnostic Behaviors

Basic to these teaching strategies are teacher behaviors intended to elicit diagnostic information which may indicate growth or movement towards the achievement of goals. The teacher may probe the student for feelings, concepts, processes, or values, to determine if the student is internalizing or changing his/her manner of behavior in relation to the growth sequence. The teacher may also simply listen, observe, and mentally record indications of student behavior which indicates such growth.

Teaching strategies are the key to effective implementation of the social studies program. Ideally, they should be designed to support maximum growth in acquisition of relevant information, thinking skills, attitudes development and valuing.

The following pages will present three of the eight Foundation Program Objectives (II, III, and VII) for which Social Studies instruction claims major responsibility. For each descriptive statement of an objective, subobjectives are listed. Where applicable, the Essential Competencies for graduation from high school are identified in parentheses.

These pages are followed by student performance expectations for social studies in grades 3, 6, 8, 10, and 12. These statements reflect the important objectives for student accomplishment in social studies education. (Excerpted from Student Performance Expectations of the Foundation Program.)

FOUNDATION PROGRAM OBJECTIVE II:
DEVELOP POSITIVE SELF-CONCEPT

Understanding and Accepting Self

- Identifies and analyzes the characteristics of self that one feels positive about and others like.
- Describes self in terms of one's interests, values, attitudes, and attributes that make one similar to and different from others.
- Identifies personal behaviors which can be improved and develops alternative ways to improve them.
- Explains how the family, peers and other social groups contribute to one's personal development.

Understanding and Relating Effectively With Others

- Describes some of the ways in which people are alike and different.
- Explains how one's self-concept and social effectiveness are influenced by and, in turn, affect others.
- Demonstrates behaviors that illustrate respect for others, such as listening to their points of view.
- Relates personal traits and behaviors to one's interaction with many people in a variety of situations.

FOUNDATION PROGRAM OBJECTIVE III:

DEVELOP DECISION-MAKING AND PROBLEM-SOLVING SKILLS
AT THE STUDENT'S PROFICIENCY LEVEL

Learning and Applying Decision-Making and Problem-Solving Skills

- Identifies and clarifies the problem or situation requiring a decision
- Determines and gathers information needed.
- Analyzes information and factors influencing the situation.

  (Distinguishes fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles and public speeches.)

- Identifies and evaluates alternatives and their consequences
- Validates conclusions and modifies them as appropriate.
- Applies the knowledge gained to situations encountered requiring decisions or solutions.

  (Reaches reasoned solutions to commonly encountered problems. Reasoned solutions are those that incorporate the facts at hand, the constraints on the solutions, the feasibility of carrying out the solution and the values of those affected by the solution. Commonly encountered problems include decisions about family finance, career plans, physical health and community issues.)

FOUNDATION PROGRAM OBJECTIVE VII:

DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS

Acquiring Beliefs and Values Consistent With a Democratic Society

- Distinguishes between acceptable and unacceptable behavior in one's community
- Demonstrates compassion for others and helps them as needed.
- Acknowledges the worth of the individual and the need for continual growth.
- Describes social groupings, including the family; the basic needs they meet; and the values they represent.
- Describes responsibilities and basic legal rights as they apply to oneself and others.

  (Demonstrates knowledge of the basic structures and functions of national, state, and local governments.)

  (Demonstrates knowledge of the citizen's opportunities to participate in political processes. These include voting, running for office, contacting elected representatives, and participating in election campaigns.)

  (Demonstrates knowledge of important citizen rights and responsibilities. This includes the rights guaranteed by the Constitution and knowledge of traffic laws and major criminal offenses.)
- Considers group needs and the role of the individual in the group to attain common objectives.

Clarifying and Affirming Beliefs and Values

- Compares and contrasts own behavior with that of others.
- Identifies alternatives to clarify beliefs and values and selects alternatives based on reason.
- Analyzes differing and changing social points of view and their effect on personal beliefs and values.
- Identifies and pursues plan of action based on clarified personal or social beliefs and values.

B. STUDENT PERFORMANCE EXPECTATIONS

Grade 3	Grade 6
• Identifies and describes the major roles and functions for each member of a family group. • Describes the role of the family and explains its relationship to the larger community. • Explains the relationship between individual rights and responsibilities in a group situation.	• Describes the organization and structure of the school. • Describes the basic organizational structure of local, state, and federal levels of government. • Explains the major functions and responsibilities of local, state, and federal levels of government.
• Identifies historical figures and tells why they are important. • Identifies historical figures and describes the events they influenced. • Identifies the historical figures most admired and describes the major motivation which guided each into action.	• Contributes an opinion or viewpoint in a social studies discussion. • Explains the relationship between rules of conduct and one's responsibility to self and others. • Articulates and explains a viewpoint other than one's own in a group discussion.
• Identifies a problem facing the class or school. • Lists the steps for resolving a problem in the class or school. • Identifies examples of problems people have in getting along with each other.	• Identifies and uses data gathered from many sources in seeking possible solutions to a social problem. • Raises questions related to a social problem based on data gathered from various sources. • Distinguishes statements of fact from opinion when reviewing information for solving a social problem.
• Obtains information related to a social problem from parents or relatives. • Gathers social studies information from as many sources as possible. • Gathers data from various sources and organizes the data related to a social problem.	• Gathers information from various sources and organizes the data related to a social problem. • Distinguishes between relevant and irrelevant data when reviewing information for solving a social problem. • Identifies the key questions that need to be answered in resolving a social problem.
• Describes what makes one feel good about self. • Gives examples of behavior that illustrate respect for self and others. • Describes personal characteristics that others feel good about. • Demonstrates social behaviors which encourage acceptance by others. • Describes reasons why personal behaviors are acceptable or not acceptable. • Describes personal behavior which should be changed or improved upon and develops possible ways to change them.	• Describes the behavioral characteristics which one believes would contribute most towards a positive feeling of self. • Explains how friends can influence one's behavior and how that affects feelings about self. • Describes the cultural practices which one's family values and how they affect feelings about self. • Explains how the various members of the family influence how one feels about self. • Describes cultural practices from an ethnic group other than one's own, and explains one's acceptance or non-acceptance of them. • Analyzes the reasons for difficulties in acceptance of cultural practices that differ from one's own.
• Listens and participates in a social studies group activity. • Listens and accepts opinions of others in social studies group discussions. • Describes and accepts ways in which people are alike and different.	• Describes one's behavior towards others that enhances positive relationships. • Predicts the probable reactions to inconsistent behaviors toward others. • Listens and accepts opinions of others and engages constructively in social studies discussions.

Grade 8	Grade 10
• Describes the basic governmental structures and responsibilities at the local, state, and federal levels. • Describes the lawmaking processes at the local, state, and federal levels. • Compares and contrasts the major responsibilities among the local, state, and federal levels of government.	• Describes the lawmaking processes at the local, state, and federal levels. • Identifies the basic rights and responsibilities expressed in the U.S. Constitution. • Explains basic rights and responsibilities in American society in terms of due process of law.
• Identifies and defines the major ways in which people organize themselves in American society today. • Describes how and why people organize to satisfy basic social needs. • Compares and contrasts the major ways in which people organize and analyze the effectiveness of their efforts.	• Identifies basic human social needs and how various societies provide for satisfying such needs. • Identifies several outstanding historical personalities who were successful in achieving their goals that contributed to the betterment of society. • Analyzes the characteristics of several historical figures in American history who were successful in bringing about changes in the economic and political policies and practices of the nation. • Identifies and evaluates the personal social values held by prominent leaders who brought about economic and political changes in American history.
• Distinguishes statements of fact from opinion when reviewing data related to a social problem. • Gathers data from various sources and organizes the data related to a social problem. • Distinguishes between relevant and irrelevant data when gathering information for solving a social problem. • Identifies the key questions that need to be answered in resolving a social problem. • Organizes, analyzes and interprets social science information from many sources in solving a social problem. • States a hypothesis about the cause of a social problem.	• Identifies a social issue or problem and describes the steps required in solving the issue or problem. • States a hypothesis about a social problem. • Analyzes data and develops alternative solutions to a social problem. • Designs a research project to test a hypothesis about a social problem. • Reviews the processes involved in solving a social problem and evaluates the effectiveness of the outcomes. • Designs and implements a research project to test a hypothesis about a social problem.
• Identifies and describes personal social values that are derived outside of family life and peers. • Identifies the major forces in the community which influence the development of one's personal social values. • Describes cultural practices of an ethnic group other than one's own, and explains one's acceptance or non-acceptance of them. • Analyzes the reasons for difficulties in acceptance of cultural practices that differ from one's own. • Evaluates how personal social values affect development of one's personality. • Accepts differences in cultural practices which may conflict with that of one's family or peers.	• Identifies the cultural practices which one's community values. • Demonstrates personal behavior that recognizes "human worth and dignity" in relating to others. • Describes the multicultural heritage of the American nation. • Describes how social change affects development of personal values. • Identifies the major social values in American society today and explains how these influence personal values. • Analyzes and evaluates different cultures that have contributed to the development of American society.
• Describes one's personal values. • Explains how one's personal values influence the kinds of social activities one engages in. • Explains why American social values change.	

- Describes one's role in the American election process.
- Explains the role and function of political parties in the American election process.
- Predicts probable legislation on major issues on the outcomes of an election.

- Explains basic rights and responsibilities in American society in terms of due process of law.
- Analyzes a problem of violation of human rights guaranteed by the U.S. Bill of Rights or denial of due process of law.
- Analyzes the concept of human rights (Universal Declaration of Human Rights) and describes its status in the world today.

- Analyzes data and develops alternative solutions to a social problem.
- States a hypothesis about a social problem.
- Reviews the processes involved in solving a social problem and evaluates the effectiveness of the outcomes.
- Designs and implements a research project to test a hypothesis about a social problem.
- Develops a plan for implementing a recommended alternative derived from research on a social problem.
- Predicts probable consequences of a decision or course of action on a social issue involving personal participation.

- Identifies the major factors which influence the development of one's personality (e.g., culture, family and early experience).
- Identifies a personal social value and explains how it influences one's relationship with others.
- Identifies and explains how social values held by peers were developed and accepted.
- Explains the social, financial and occupational differences of being male and female in American society.
- Identifies and analyzes those factors (e.g., age, sex, expectations of self, peers, school, family, citizens of a state and nation) which may influence personal roles in the future.
- Analyzes a changing American social value and describes the consequences as they affect one's role in society.

B. SECONDARY SOCIAL STUDIES PROGRAM OBJECTIVES

The objectives of the Secondary Social Studies Program are:

Upon completion of every year's study in the subject, students should be able to, in increasing depth and scope, demonstrate the following:

- Identify and use historical and social science knowledge and modes of inquiry in understanding the historical development of people and society.
- Demonstrate skill in identifying and analyzing issues and problems concerning people and society.
- Demonstrate the ability to use decision-making and problem-solving processes as related to issues and problems of people and society.
- Develop attitudes and values based on the use of rational processes in problem-solving and decision-making.

C. SECONDARY SOCIAL STUDIES COURSE DESCRIPTIONS

BASIC PROGRAM

The Basic Program consists of one-year study every year in grades 7-12.

- Two units are earned in grades 7 and 8 in the following subjects:

  Grade 7 - Hawaii: Our Cultural Heritage
  Grade 8 - Basic Issues and Problems in the U.S.

- Four credits are earned in grades 9-12 to meet the requirements for graduation.

  Grade 9 - World History and Culture
  Grade 10- United States History and Government
  (to include a unit on Citizenship)

  Grades
  11 & 12 - 1 semester required: Modern History of Hawaii
  (to be taken any semester desired)
  3 semesters: electives

In the following pages, each course will be presented in terms of objectives, a short description and a course outline that includes the major ideas, concepts, and items of focus or emphasis.

See Appendix A for resource guides which may be used for instructional planning.

0237 HAWAII: OUR CULTURAL HERITAGE

Objectives:

To understand the historical development and the cultural heritage inherited by Hawaii's people as demonstrated by the following:

1. Identify the geographic features of Hawaii from a map ane explain the effects on the lifestyle which developed in the island community.
2. Identify and define the historical and cultural origins of Hawaii's people in pre-modern times.
3. Identify and describe the development of the social, political and economic institutions which evolved in pre-modern Hawaii.
4. Identify, describe, and explain the major periods and movements in Hawaiian history in the pre-modern era that influenced the growth and development of Hawaii.
5. Identify and define the distinctive features that characterize Hawaii today (social, political, economic, religious, etc.) as seen through influences from the past.

Description:

This course is a study of the historical and cultural development of Hawaii focusing on the people and events that have shaped its growth in the pre-modern era. The characteristics of this growth and development are analyzed and evaluated as they have influenced and/or contributed toward shaping modern Hawaii. Intermediate level. (Required for grade 7)

Course Outline

HAWAII: OUR CULTURAL HERITAGE

A. The Natural Environment

-- Learning and/or review of geographic concepts and map skills

1. Direction
2. Latitude and Longitude
3. Climatic Zones
4. Continents and Oceans
5. Map Reading

B. Ancient Hawaiian Culture

1. Values -- personal values, relationship between cultural and values (sharing vs. ownership)

2. Basic Needs -- food, shelter, clothing and technology; their relationship to the environment and the constraints of Hawaii's limited resources

3. Communication

   a. Language
   b. Ancient Legends
   c. Petroglyphs
   d. Ancient Arts and Crafts
   e. Ancient Music
   f. Mass Media

C. Social and Political Organizations (Institutions)

1. Family -- role, groups, nuclear and extended (ohana) family structure; relationship to peers and family (guidance)

2. Religion -- kapu system; Hawaiian gods; heiaus; kahunas; death and burial customs

3. Government -- primogeniture; kapu system; mana; social classes; monarchy.

4. Monarchy

   a. Kamehameha I -- rise to power
   b. Liholiho -- overthrow of the kapu system; arrival of missionaries
   c. Kauikeaouli -- the Great Mahele
   d. Alexander Liholiho -- Queen's Hospital
   e. Lot Kamehameha -- contract labor
   f. Lunalilo -- first elected king
   g. Kalakaua -- Reciprocity Treaty
   h. Liliuokalani -- revolution and overthrow of the monarchy

5. Recreation -- makahihi; ancient Hawaiian sports and games

6. Education -- informal education; formal education

7. Economics -- land division; production and allocation of goods and services (scarcity; supply and demand, opportunity cost); ohana (sharing); beginning of modern economy (Captain Cook, whalers and traders)

D. Migration

1. Reasons for migration

2. Origins of the Polynesians

3. Theories of migration: Heyerdahl, Emory

4. Impact of migration groups; Polynesians, missionaries, plantation workers

E. Social and Cultural Change (Culminating Activities)

This "unit" should be an integration of the major periods and movements in Hawaiian history up until the modern era that have influenced the growth and development of Hawaii.

0238 BASIC ISSUES AND PROBLEMS IN THE UNITED STATES

Objectives:

1. Define the concept of rights and freedoms of individuals in American society in terms of constitutional rights and liberties.

2. Describe the historical background which shaped the development of the American form of government and society.

3. Describe the structure of the American form of government and explain its constitutional origins and present day functions.

4. Identify the major social and environmental problems confronting American society today, describe and explain some probable causes and the effects on the nation and its people.

5. Identify the major economic and consumer problems confronting American society today, describe and explain some probable causes and the effects on the nation and its people.

6. Identify significant personal problems confronting oneself today and possibly in the future, describe and explain some probable causes and effects on the individual presently and in the future.

Description:

This course is a study of the historical background which shaped the development of the American form of political and social organization and an analysis of the effects on lifestyle in the past, present, and the future. Major problems confronting the American nation are analyzed in terms of their impact and relevance to the nation as well as Hawaii and the people of this state. Intermediate level. (Required for grade 8)

Course Outline

ISSUES AND PROBLEMS IN THE UNITED STATES

A. Historical Background -- U.S. History

1. Colonization

   a. Establishment of the United States
   b. Reasons for settlement in the United States from various European countries

2. Democratic Origins

    a. The Magna Carta
    b. The Petition of Rights
    c. The English Bill of Rights
    d. Parliament

3. Beginnings of Democratic Government

    a. Mayflower Compact
    b. Fundamental Orders of Connecticut
    c. Maryland Toleration Act
    d. The Trial of Peter Zenger

4. The American Revolution

    a. Taxation Without Representation
    b. Mercantilism
    c. Causes of the Revolution
    d. The Declaration of Independence

B. Political Background -- U.S. Government and Organization

1. Laws
2. The Role of Government
3. The U.S. Constitution

    a. Articles of Confederation
    b. Preamble
    c. Concept of strong Central Government
    d. Structure of Government
    e. Bill of Rights
    f. Amendments to the Constitution

C. Political and Social Processes

1. History of the right and privilege to vote
2. Elections
3. Election Campaigns and Issues
4. Political Parties
5. Citizenship - Rights and Responsibilities

D. Societal - Social, Political, Economic, and Personal - Problems
(Selective treatment of topics according to students' needs)

1. Environmental Problems - environment and ecology
2. Energy Conservation
3. Dissent and Conflict
4. Law and Order
5. Social Problems - Prejudice, discrimination, stereotyping, ethnic/racial group conflicts
6. Consumer/Economic Problems
7. Alienation

E. Self-Concept
(Selective treatment of topics according to students' needs)

1. Development of personal - social values
2. Awareness of Self
3. Understanding of Self
4. Understanding of Relationship Between Self and Others

0203 WORLD HISTORY AND CULTURE

Objectives:

To understand the historical development of the world as demonstrated by the following:

1. Identify major civilizations and cultures of the western world.
2. Identify major economic, social and political systems that have evolved in different civilizations and cultures throughout the world.
3. Identify major philosophies, religions, and value systems that have influenced the lifestyle of different civilizations and cultures.
4. Identify and define the key contributions of the various eras of human progress.
5. Identify the characteristics and explain the causes of conflict among human beings and cultures and possible ways of analyzing and/or resolving them.
6. Identify and explain the characteristics of today's world as seen through influences from the past.

To understand the nature and development of the various peoples and cultures that make up the world community as demonstrated by the following:

1. Identify major characteristics of the various peoples and cultures identified with areas of the world.
2. Identify the geographic features and explain how they have influenced the development of different cultures.
3. Define social change and explain how it has affected and influenced the lifestyle of people in various cultures.
4. Identify the common bonds that unify people, despite unique traditions and beliefs that distinguish different cultures from others.

Description:

This course is a study of the historical development of the world focusing on major western civilizations and selected cultures from around the world that have contributed to the development of modern cultures which characterize different areas today. It provides a framework for understanding humankind, a way of viewing the diverse social, political, ecnomic and technological developments that have contributed to the development of the world. (Required for grade 9)

Course Outline

WORLD HISTORY AND CULTURES

A. The Study of History

1. History is an attempt to relate an individual's total experience to one's own time and position in society.

2. History is universal; all people and cultures have a history.

B. Development and Theories of History

1. History is a developmental process with different frames of reference used by historians to represent this process.

2. There are various approaches to the study and writing of history.

C. Methods of the Historian

1. An historian studies key factors which include time, place, people and events.

2. Historical research utilizes primary and secondary source materials.

3. Historical investigation uses various methods of inquiry.

D. Prehistoric Age

1. Origin of the earth, continents and human life.
2. Stages of evolutionary change in man.
3. Characteristics of prehistoric social and economic life.
4. Major climatic changes during the Ice Ages.
5. Influence of the discovery of fire.
6. Records of the past -- including fossils, art, and artifacts.

E. Rise of Man

1. Neolithic Revolution.

2. Early civiliations -- Indus River, Yellow River, Nile River, Mesopotamian, and Mayan.

3. Social, political, and economic traditions of early civilizations, including Greek and Roman traditions.

4. Characteristics of major sub-Saharan early cultures.

5. Influence of ancient civilizations on contemporary institutions -- law, government, religion, education, etc.

6. Legendary heroes and martyrs.

7. Development of language and communication.

8. Development of agriculture.

9. Influence of key inventions, including tools and wheels, on the development of early civilizations.

10. Major climatic and topographical changes, including glacial action, volcanic and seismic disturbances that influenced the transcontinental migrations of the human race.

F. European History

1. Major cultural, economic, and political patterns of ancient Greece.

2. Major cultural, economic, and political developments of the Roman Empire.

3. The influence of the Norman Conquest on the development of English government, economics, and language.

4. The influence of the Crusades during the Middle Ages on trade and exchange of ideas and customs between the Moslem East and Christian West.

5. The political, economic, military, and social characteristics of feudalism.

6. The major social, economic and political trends of the Middle Ages -- Barbarian invasions, Byzantium, Feudalism and Manorialism, the Church, growth of towns, the Crusades, development of nations and the revival of the Holy Roman Empire.

7. The influence of the Church on medieval education, art, and literature.

8. The towns as an important center of economic life during the Middle Ages.

9. The major social, economic, and political factors involved in bringing about the European Renaissance.

10. Renaissance painting, sculpture, architecture, literature, and music as reflective of major values and lifestyles of the period.

11. Philosophy of humanism.

12. Major personalities of the period -- Wycliffe, Zwingli, Calvin, Henry VIII, and Luther -- and, their influence on the Reformation.

13. National growth of England.

14. Charlemagne's contribution to the evolution of the nation states.

15. The French Revolution as an attempt to establish government based on democratic principles.

16. The Industrial Revolution and its effect on the social, economic, and political patterns of the period.

17. The growth of 19th century European imperialism in Asia and Africa.

18. Unification of Germany and its influence on the European balance of power in the 19th century.

19. Expansion of world trade and conflicts of interest.

20. World War I.

21. The development of Communism in Russia.

22. The rise of Nazism in Germany and Italy.

23. World War II.

24. The influence of Renaissance scholars on the development of contemporary science.

G. Asian History

1. The influence of physical geography on the development of social, political, and economic patterns in Asia.

2. The historical growth of China.

3. Asia as basically an agrarian society which is gradually becoming industrialized.

4. The four major cultural periods in the development of Southeast Asia: (2) 2500 B.C. - 100 A.D., northern invasion; (2) 100 A.D. - 1000, Indian Culture; (3) 1320 - 1750, Islam-Chinese influence; (4) 1750-1945, Western influence.

5. Feudalism as it functioned in Asia.

6. The Chinese dynasties -- the development of art, education, scientific advancement and government.

7. The influence of religions in Southeast Asia.

8. Indian history -- the effect of problems of climate, overpopulation and illiteracy over the centuries.

9. Indian contributions of Buddhism and the Hindu-Arabic numeral system to world culture.

10. The practice of the caste system and the economic and social significance in India.

11. The influence of China and India in the development of traditional social, political, and economic institutions in Asia.

12. The influence of major Asian personalities on the economic and political development of various Asian nations -- Mao Tse Tung, Mohandas K. Gandhi, etc.

13. The influence of major religions and philosophies -- Confucianism, Buddhism, Hinduism, Taoism and Islam -- on the economic, social and political patterns in Asia.

14. The development of the two Chinas.

15. The modernization of Japan.

16. The effect of nationalism on economic, political and social changes in Asia.

17. Industrialization in Asia.

18. World War II.

19. Post-World War revolutionary movements in Asia.

H. African History

1. The effect of geographic features on European exploration and development of African social, economic, and political patterns.

2. The Nile River and its contributions to the growth of Africa.

3. Characteristics of political organization during various periods of African history -- ancient Kingdoms, colonial period, independence movement, and Pan-African movement.

4. Characteristics of the indigenous African religions and the later Moslem religion on the social, political, and economic life of the African states.

5. The feudal system in Africa.

6. European imperialism in Africa.

7. The European slave trade.

8. The influence of communism on the emerging African nations.

9. The influence, effects, and contributions of the missionaries in Africa.

10. Characteristics of government and leadership in the various sub-Saharan nations.

I. Central and Latin America

1. Characteristics of the Mayan civilization which made it the most advanced pre-European civilization in the Americas.

2. Cultural characteristics of representative other Indian people which influenced civilization in Central America.

3. The influence of Spain, France, and England in the economic development of Central America.

4. The influence of the United States on the economic, political, and social development of Central American countries.

5. The influence of the racial composition of each country on the cultural and social development of Central America.

6. The arts and crafts as reflective of the different backgrounds of people.

7. The Catholic Church -- primary religion in Central American countries.

8. The impact of the Panama Canal.

9. Characteristics of the major periods of development in South America -- the pre-Inca, Colonial Era, the Wars of Independence, and rise of dictatorships.

10. The influence of the original Indians in the social, political, and economic development of South America.

11. Reasons for exploration and settlement of South America by the Spanish and Portuguese.

12. Patterns and changing characteristics of dictatorships as they have affected South America.

13. The effect of South America's economic and political development on the United States.

14. Urban and rural contrasts in standards of living and lifestyles in Central and South America.

J. Oceania

1. The location of the South Pacific islands that comprise Oceania, the implications of an unstable physical area, and separation of distance from each other, western Europe, and North America.

2. The role of New Zealand, Australia, France, the United Kingdom and the United States in governing groups of islands of Oceania.

3. Characteristics of Oceania -- natural resources, races and cultures, educational system.

4. Effect of a "strategic location" to the United States and Japan during World War II.

5. The contribution of the outrigger canoe to the social, economic and political development of Oceania.

6. The role and impact of missionaries in Oceania.

7. Religions that exist today in Oceania.

8. The influence of tribal leaders on the social, economic, and political development of Oceania.

K. International Organizations

1. The development of international organizations to serve local, national, international and global needs.

2. The United Nations.

3. Other international organizations which have formed to serve needs similar to the United Nations.

4. Characteristics, advantages, and disadvantages of alternative world-order models.

0222 U.S. HISTORY AND GOVERNMENT

Objectives:

To understand the historical development of the U.S. and how this national heritage has contributed to the growth and development of the nation as demonstrated by the following:

1. Identify and define the historical and cultural backgrounds of the American people.
2. Identify and explain the origins of the nation in terms of ideals and institutions which were developed in formation of the nation.
3. Identify, describe, and explain the major periods and movements in American history that have shaped the nation.
4. Identify and describe the development of a democratic heritage in political, economic, and social life.
5. Identify the major schools of interpretations that explain and evaluate the development of the country.
6. Identify and explain the distinctive features that characterize the American nation today as seen through influences from the past.

Description:

This course is a study of the historical development of the U.S. focusing on the people and events that have shaped the growth of the nation. The characteristics of the national heritage are analyzed and evaluated as they have influenced the development of unique characteristics which distinguish the American nation today.
Included in this course is a unit on citizenship which focuses on the political and legal processes of our American society and the rights, responsibilities, and roles of the citizen. It provides a framework for understanding the effect of politics and law on our lives and allows for greater awareness and participation in the governance of our future. (Required for grade 10)

Course Outline

U.S. HISTORY AND GOVERNMENT

A. Discovery and Exploration

1. Major social, economic and political factors responsible for European exploration of North America.

2. Common elements among European nations -- colonization, migration and settlement, conflict with natives, exploitation of resources, economic development, growth of urban centers and transportation networks.

3. Land exploration in North America.

4. Major issues of conflict between Spain and England.

5. Effects of conflicting ambitions of the English and French on social, religions, economic, and political developments.

6. Exploration of the Pacific Northwest.

7. The influence of early traders and explorers on native Indian cultures.

B. Colonial Period

1. The influence of physical geography in the choice of early settlement sites.

2. Distinguishing geographic characteristics of the New England middle, and southern colonies.

3. Characteristics of the different types of English colonies as established in America.

4. Characteristics of political life in the New England, middle and southern colonies including participation in government, basis of power, and stability of government.

5. The Puritan influence on colonial development.

6. The influence of the church on colonial society.

7. Significant changes in religions and political thought in colonial America.

C. American Revolution

1. The influence of European philosophers -- Locke, Montesquieu, and Rousseau -- on the American Declaration of Independence.

2. The influence of British economic policies, especially mercantilism, on the American Revolution.

3. Major causes of the American Revolution as viewed by the Americans and the British.

4. The Declaration of Independence -- principles of equality, natural rights, and responsibility of government.

5. Comparisons between the French and American Revolutions; the Russian and American Revolutions.

6. Changes in the American social-political structure as a result of the Revolutionary War.

D. 1787-1860

1. The contributions of major personalities of the period to the early philosophical, social, economic, and political development of America -- George Washington, Thomas Paine, Alexander Hamilton, John Adams, James Madison, John Jay, Samuel Adams, Patrick Henry, John Hancock, and Thomas Jefferson.

2. Federalist and anti-Federalist philosophies with regard to the design and function of American government.

3. The concept of states' rights as expressed in the Articles of Confederation.

4. Characteristics of the U.S. federal system as shown by the division of powers in the Constitution.

5. The system of checks and balances to check the power of the executive, legislative, and judicial branches of the Federal Government as created by the Constitution.

6. The Bill of Rights -- rationale and provisions.

7. The Lewis and Clark Expedition -- major political goals and outcomes.

8. The War of 1812 -- causes and effects.

9. Development of democracy and social equality in the United States -- the "Frontier Thesis".

10. The growth of communal societies.

11. Growth in economic activity after the War of 1812 -- development of the frontier, canal building and beginning of the clipper ship era.

12. Jacksonian concept of the "common man".

13. Ways in which "Jacksonian democracy" affected social, economic and political institutions of the period, including influence of laissez faire and the spoils system.

14. States' rights vs. federal power.

15. The Mexican War and Manifest Destiny.

16. Slavery as an institution which was an integral part of the economy of the South.

17. The impact of the cotton gin, the treaty of Guadalupe Hidalgo and writers of the period on slavery.

18. Conflicts between settlers and Indians.

19. Major Indian leaders and their contributions.

20. Social and political reform fostered through literary attention -- Emerson, Thoreau, Longfellow and Lowell.

21. Beginning of social reform in America -- e.g., temperance movements and care of the mentally ill.

22. Beginning of organized labor in America.

E. 1860-1900

1. Social, political and economic conflicts during the Civil War era.

2. The 13th, 14th, and 15th Amendments.

3. The Civil War -- major causes, significant military and political strategies employed.

4. The Emancipation Proclamation -- its effect on the Negroes' social, economic and political life.

5. Major personalities of the period and their influence on the outcome of the Civil War.

6. Reconstruction -- purposes and results.

7. The impeachment of President Johnson.

8. Development of the American Western frontier -- expansion of transportation, settlement in the Great Plains, completion of the continental railroad, mining, cattle industries, westward migration.

9. Industrial expansion and growth of national wealth and rise in the national standard of living in the 19th century.

10. The "laissez faire" economic theory.

11. The Darwinian concept of "survival of the fittest" as interpreted by men like Carnegie, Vanderbilt, and Rockefeller.

12. The trust -- viewed as a symbol of monopoly and greed because it proved effective as a means of eliminating competition and making a profit.

13. The economic problems experienced by farmers and laborers working within the free enterprise system of the late 19th century.

14. The farm grange -- formed to promote the social, intellectual, and cultural interests of farm families.

15. The farm cooperative -- formed to provide economic protection from the trusts, pools, and mergers of big business.

16. Government efforts in the late 19th century to aid farmers: 1) passage of the Morrill and Hatch Acts, and 2) the creation of the Department of Agriculture.

17. Major social problems which resulted as an outgrowth of the Industrial Revolution -- e.g., child labor, slums, and sanitation.

18. Federal legislative measures which contributed to the growth of American industry in the 19th century -- e.g., contract labor laws, railroad subsidies, and protective tariffs.

19. Federal regulation of business -- a precedent established with the first Interstate Commerce Act.

20. The rise of the corporation -- developed because of the need for more capital, limited liability, and continuity of business operations.

21. Reasons for the 19th century immigration to America.

22. Economic and social implications of the massive immigration to America in the 19th century.

23. The effects of the introduction of the horse on the culture of the Plains Indians.

F. 1900-1945

1. The influence of muckrakers (e.g., Upton Sinclair, Lincoln Steffens) in obtaining federal legislation regulating industry in the early 1900's.

2. Theodore Roosevelt's influence in making the United States the dominant nation in the Western Hemisphere -- corollary to the Monroe Doctrine, "Big Stick Diplomacy".

3. World War I -- American reaction was one of public support and isolationism rather than interventionism.

4. The "Red Scare" after World War I which resulted in widespread suppression of civil liberties.

5. The trend toward government intervention in business (e.g., the Clayton Act, the Federal Reserve Act).

6. The League of Nations -- reasons rejected by the United States.

7. Constitutional amendments during this period -- prohibition and women suffrage.

8. Society and economy of the 1920's -- conditions leading to the depression of the 1930's.

9. Franklin Roosevelt and government involvement in promoting the general welfare of the nation in the 1930's.

10. The New Deal -- the effect of programs such as CCC, WPA, NIRA, and Social Security.

11. Labor unions' permanent place in the American economy through legislation such as the Norris LaGuardia Act and the Wagner Act.

12. Foreign policy in the 1930's -- a departure from the isolationist policies of previous administrations.

13. Factors which led to eventual United States involvement in World War II.

14. Ways in which the American economy was organized and controlled to achieve maximum production in World War II.

15. The impact of the Atomic Bomb.

G. 1945 - Today

1. The "Fair Deal" of the Truman administration as compared to the "New Deal" of the Roosevelt administration.

2. Characteristics of the international political situation which existed at the end of World War II -- e.g., end of the "Grand Alliance"; zones of occupation in Europe and Asia; birth of the United Nations.

3. The balance of power in the world after World War II -- i.e., between the United States and the Soviet Union.

4. Economic reconstruction after World War II -- i.e., the Marshall Plan.

5. The American policy of "Communist Containment" as directly reflected on United States foreign policy and in various treaties -- e.g., OAS, NATO, SEATO, Formosa Pact, and Korean Treaty.

6. Reasons why the Truman administration was mainly successful in dealing with foreign affairs, while its domestic policies remained controversial.

7. The curbing of union power in the American economy and society as seen in the Taft-Hartley Act.

8. United States world relations in this period: e.g., SEATO (Southeast Asia), Rio Pact and the OAS (South America), a "hard line" policy against the potential spread of Communism.

9. The United Nations -- organized for the purpose of preserving international peace and security.

10. United States involvement in the politics of under-developed nations and the consequences.

11. The McCarthy era -- social and political consequences.

12. United States actions toward Indochina in the early 1950's -- its effect on the course of the Vietnam War.

13. Sputnik -- its effect on American foreign and domestic policies (e.g., effects on education).

14. 1954 Supreme Court decision on school integration as beginning a chain of events leading to Civil Rights legislation (e.g., busing, equal job opportunities, voting equality, women's liberation).

15. Promotion of a feeling of nationalism as evidenced by the response of the American public to the volunteer services of the Kennedy administration (VISTA, Peace Corps).

16. The Civil Rights Movement -- CORE, NAACP, National Urban League, Southern Christian Leadership Conference, SNCC, Black Panthers and Black Muslims.

17. Extension of the power of the federal government to combat racial discrimination through the Civil Rights Act of 1964.

18. Rise of minority groups in seeking political, economic and social influence in America (e.g., Red Power, Black Power).

19. The United States and world politics -- e.g., impact of friction between China and U.S.S.R.

20. The Vietnam War -- its effects on international discontent.

21. Polarization of American society as a result of escalation of the Vietnam War.

22. Various patterns of successes and failures in domestic and international affairs which characterized presidential administrations from the early 1950's to the present.

Objectives of Unit on Citizenship

To understand the concept of political and legal processes of our American society as demonstrated by the following:

1. Identify the characteristics of good citizenship and explain its relationship to the citizen in the political and legal process.
2. Explain the nature and function of law and its impact on people's lives.
3. Identify and explain the process of making and changing laws and the role of the people in this process.
4. Identify and explain the techniques of law and the role of the citizen in utilizing them.

To understand the concept of rights and responsibilities of American citizens as demonstrated by the following:

1. Identify and evaluate the rights that are protected by the Constitution and the Bill of Rights. Explain how these rights are protected.
2. Identify and explain alternative viewpoints, interests, and values of a legal and political issue.
3. Recognize when personal and individual rights have been or are being violated and know what remedies are available.

(Required for grade 10)

Unit Outline

UNIT ON CITIZENSHIP

A. Citizenship in a Democracy

1. Definition of citizenship.
2. Qualities of a good citizen.
3. Underlying values of a democracy.
4. Knowledge, skills and attitudes necessary to function effectively in a democratic society.

B. The Nature of Law

1. Characteristics of law.
2. The role of law in a democratic society.
3. The purpose of law.
4. The effect of laws on all aspects of the lives of Americans.
5. Is the law itself a problem?

C. Making and Changing Laws

1. Who makes laws?
2. How laws are made.
3. How influence and power of individuals and groups affect lawmaking.
4. How and why laws are changed.
5. The role of the citizen in lawmaking and changing the law.
6. How can the lawmaking process be improved?

D. Legal Tools

1. The legal tools American society has developed to meet societal needs.
2. The role of the citizen in influencing and operating the legal system.
3. What are the limits of law?

E. Constitutional Law

1. Definition of justice, liberty, and equality.
2. How these values are protected by law.
3. Interpretation of the law -- conflicting rights and interests.

F. Practical Law

1. Consumer Law
2. Criminal Law
3. Family Law
4. Motor Vehicle Law
5. Environmental Law
6. Etc.

G. Future Perspectives on Law

1. Forecasts for the future.
2. Criteria for determining a desirable future.
3. Characteristics of a desirable government and society.
4. What can the individual do to help create a desirable future?

0202 MODERN HISTORY OF HAWAII

Objectives:

To understand the political, social, and economic development of Hawaii as demonstrated by the following:

1. Identify and explain the social and cultural backgrounds of the people of Hawaii today.
2. Identify and describe the development of a democratic heritage in the political, social, and economic life of Hawaii's citizens.
3. Identify and describe the political composition of Hawaii.
4. Identify and explain the development of Hawaii's economic history and its impact on the people.
5. Identify and explain the significant social, political and economic issues currently facing Hawaii's people.

Description:

This course is a study of the historical development of modern Hawaii and its effect on the social, political, and economic composition of our state. People, events, and technological developments are analyzed and evaluated as they have influenced the development of Hawaii as unique from the other states in our nation. (Required for grades 11-12)

Course Outline

MODERN HISTORY OF HAWAII

A. Introductory Lesson: Hawaii 2000

B. Expansion of Plantation Agriculture

1. Plantation Agriculture: Sugar, Pineapple

a. Importance of the Great Mahele to commercial agriculture
b. Importance of industries to Hawaii
c. Problems within the industries
d. Effects of the industries on Hawaii
e. Importance and significance of Reciprocity Treaty to sugar and Hawaii

2. Big Five: Control of Government and Business Community

3. Labor Unrest: Causes and Outcomes

C. The Road to Territorial Rule

1. Revolution and the Downfall of the Monarchy

2. New Forms of Government

a. Republic of Hawaii
b. Territory of Hawaii

1) Annexation: Arguments for and against
2) Organic Act of 1900
3) Relationship with the United States

D. The Beginning of a New Society

1. Hawaii's People

2. Ethnic Groups: Hawaiians, Haoles, Immigrants (Chinese, Japanese, Portuguese, Filipino, Others)

a. Reasons for migration to Hawaii (Immigrants)
b. Goals, Values
c. Problems faced
d. Social status
e. Assimilation

E. Hawaii: During and After World War II

1. The Military During World War II

a. Martial Law
b. Economic and social impact on Hawaii

2. Contribution of Hawaii to War Effort

3. Impact of World War II on Hawaii: Political, Social, and Economic Change

a. Emergence of middle class
b. Emergence of strong democratic party
c. Military as important source of income
d. Emergence of Japanese as a strong political force
e. Unionization of labor

F. Government and Politics

1. Statehood

a. Arguments for and against
b. State Constitution

1) Constitutional Revision
2) Other provisions

c. Achievements

2. Role of Unions in Political Process

3. Role of Media in Influencing Public Opinion

4. Current Issues and Problems

G. Hawaii's People Today

1. Hawaii's People Today

   a. Who are the people of Hawaii?
   b. Who is a Hawaiian?

2. Immigration to Hawaii

   a. Reasons for coming
   b. Goals, Values
   c. Problems faced in Hawaii
   d. Effects on Hawaii

3. Resurgence of Ethic Identity

4. Current Issues and Problems

   a. Hawaiian Reparations
   b. Limiting Population
   c. Others

H. Hawaii's Present Problems

1. Major Sources of Income

   a. Federal government
   b. Tourism
   c. Sugar
   d. Pineapple

2. Other Industries

   a. Diversified agriculture
   b. Light diversified manufacturing
   c. Recent developments

3. Expansion of Economic Interests: National, International

4. Current Issues and Problems

   a. Role of unions
   b. Land Use
   c. Others

SPECIALIZED ELECTIVES

In grades 11 and 12, students may elect three semesters of courses from among the offerings available at their high school for social studies. Electives are designed, based on identified student needs and interests and availability of qualified teachers and resources. These courses are advanced or of such nature that they should be taken after completion of the courses required in the Basic Program.

Specialized electives which might be considered by schools as social studies courses are listed below. Objectives and descriptions of these courses begin on the following pages.

- 0200 - Directed Study
- 0201 - American Problems
- 0205 - Economics
- 0208 - Political Science
- 0210 - Hawaiiana
- 0211 - Urban Geography
- 0212 - History of the Pacific
- 0215 - Psychology
- 0218 - Anthropology
- 0220 - Sociology
- 0221 - Sociology: Options
- 0225 - Geography
- 0281 - International Affairs
- 0287 - Asian Studies
- 0288 - European Studies
- 0290 - Advanced Placement U.S. History
- 0292 - Consumer Education
- 0293 - Marine Studies
- 0294 - Political Processes
- 0295 - Advanced Placement European History
- 0296 - Humanities: Social Studies
- 0297 - Introduction to the Behavioral Sciences
- 0298 - Ethnic Studies
- 0299 - Environmental Studies

In the following pages, each course is described briefly and the major objectives are listed for guidance in designing the specific content of each course. This information is exerpted from Authorized Courses and Code Numbers (ACCN). The ACCN document is updated annually and should be referred to for current information.

SPECIALIZED ELECTIVES

0200 DIRECTED STUDY

Objectives:

1. Further develop social science inquiry skills through application in a research situation, with the assistance of, or in conjunction with resource people from the professions and the community.
2. Further apply social science theories in problem-solving and decision-making situations.
3. Expand exploration into disciplinary sub-interests, values, and career opportunities.

Description:

A course that enables a highly motivated student to identify a project of interest and to plan a constructive mode of learning to accomplish specific objectives. Such a project is designed under the direction and with guidance of a teacher. A community advisor may also be consulted. The student must have earlier demonstrated the ability to engage in independent study in other related courses and must have the approval of the social studies teacher and/or counselor.

0201 AMERICAN PROBLEMS

Objectives:

A. Cognitive
   1. Be aware of some of the important problems in contemporary society.
   2. Use inquiry skills and the problem solving approach in investigating contemporary issues.
   3. Analyze conflicting points of view.
   4. Form hypotheses about human nature and human behavior.
   5. Propose alternative solutions, evaluate those solutions, and commit oneself to a course of action.

B. Affective
   1. Acquire respect and appreciation for human values and the worth and dignity of every person.
   2. Participate actively in helping to solve problems of contemporary American life through democratic processes.
   3. Develop attitudes and patterns of thought consistent with living in a rapidly changing world.

Description:

Emphasizes the crucial problems confronted by the American nation today and their impact on the American people and the rest of humanity. Specific problems selected for study may vary from year to year, but the objective will be to develop an understanding of the American way of life today and its relationship to the contemporary world.

0205 ECONOMICS

Objectives:

A. Cognitive

1. Define economic concepts necessary to analyze economic systems.
2. Describe and analyze the different types of economic systems.
3. Identify and analyze the values unique to different types of economic systems.
4. Compare and contrast economic systems in terms of ideology and practice.
5. Analyze the conflicts of public vs. private sector and the importance of objectives in economic planning.
6. Identify and analyze goal conflicts and conflict resolutions.
7. Formulate hypotheses about the future of American economics.

B. Affective

1. Realize that a fair evaluation of the progress of economic performance is based upon a particular country's goals and values.
2. Appreciate the role and importance of economics, especially the process of decision-making in the allocation of resources.
3. Understand the inter-relationship between economic progress, the quality of life, and the environment.

Description:

Develops the economic concepts and analytical tools necessary to understand the major economic problems confronting the nation and the world today. It emphasizes a way of thinking about economic issues using relevant factual and institutional information and applying these to understand significant problems.

0208 POLITICAL SCIENCE: GOVERNMENT OF THE UNITED STATES

Objectives:

A. Cognitive

1. Define the structure of the American political system and its component parts.
2. Identify and explain the rights, duties, and responsibilities of American citizens and the limits of power of the government under the Constitution.
3. Recognize and subsequently develop an understanding of current and long range problems faced by the nation.
4. Identify and assess the importance of the many factors involved in current problems and the role government plays in the solution of those problems.
5. Analyze concepts related to American politics which contribute to developing a frame of reference for analysis, e.g., elections, political parties, and political views representing the right and left.

B. Affective
1. Appreciate our democratic heritage.
2. Be willing to question our own political biases in attempting to analyze public issues.
3. Be willing to discuss public issues.
4. Cultivate a growing awareness of the citizen's role in shaping the society.
5. Become interested in practical politics and begin to take an active part in decision-making which affects the society.

Description:
A study of the philosophic principles which form the basis of U.S. government. It analyzes the concepts of constitutionalism and federalism as the framework within which government is organized and operates at the national, state and local levels. Attention is also focused upon the role of the individual in the formulation of public policy.

0210 HAWAIIANA

Objectives:
A. Cognitive
1. Know the correct pronunciation of Hawaiian words and phrases.
2. Recognize the importance of communication and relationships among the early Hawaiians.
3. Understand the culture of ancient and modern Hawaiians in relation to the historical development of Hawaii.
4. Understand the way of life of the Hawaiian people, past and present.
5. Recognize and explain the importance of religion in the everyday lives of the Hawaiian people.
6. Recognize and explain the relationship between plants and medical practices used by the Hawaiian people.

B. Affective
1. Be aware and to some degree empathize with the problems Hawaiians are faced with today.
2. Develop an understanding of the social behavior of the Hawaiian people.
3. Respect and appreciate the way of life practiced by Hawaiians.
4. Interpret the meanings of street names and geographical points of interest.

Description:
A study of the Hawaiian people and the unique contributions made by them to the culture of contemporary Hawaii. Attention is focused on an in-depth study of the origins of the Hawaiian people and the culture of the ancient Hawaiians.

0211 URBAN GEOGRAPHY

Objectives:

A. Cognitive
   1. Identify ideas and concepts from geography that explain the interaction of people and the physical environment.
   2. Investigate reasons why things, people, and events have developed where they are, particularly in the urban setting.
   3. Formulate generalizations about the development and growth of urban centers.
   4. Analyze ideas and concepts such as trade, cultural diffusion, industry location, and politics as they relate to the development and growth of cities.
   5. Apply the ideas and concepts learned in studying representative urban societies around the world.

B. Affective
   1. Recognize and accept cultural differences.
   2. Acknowledge and accept the fact that geographical differences influence the decision-making of individuals and groups.

Description:

A study of the varied institutions and technologies of urban societies around the world. It utilizes inquiry approaches and emphasizes decision-making as students seek to determine why cities, industries, and institutions are located where they are. Attention is also focused upon the themes of cultural relativity and the interaction of people and the natural environment in relation to the development of an urban culture.

0212 HISTORY OF THE PACIFIC

Objectives:

A. Cognitive
   1. Explain how the natural environment of the Pacific area affected the lifestyles of the various Pacific island peoples.
   2. Identify the three main island groups in the Pacific.
   3. Identify and define several hypotheses concerned with the origin and migration of the Polynesians; defend a hypothesis based on research, analysis, and evaluation of data.
   4. Define and analyze the concepts of land tenure and land use in Hawaii, past and present.
   5. Identify and recognize the contributions of immigrants in building the Hawaii of today.
   6. Recognize some of the major cultural, economic and environmental problems facing modern Hawaii and explain their probable effects on Hawaii in the future.

B. Affective
1. Demonstrate a willingness to examine several sources in order to arrive at a conclusion.
2. Respect the point of view of others who will disagree.
3. Appreciate the contributions of the various ethnic groups who comprise the culture of modern Hawaii.
4. Display an awareness of current events in Hawaii and the Pacific through the various communications media discuss them in class.

Description:
A study of the Pacific region peoples and their contributions to the culture of this region. The Polynesian, Micronesian, and Melanesian cultural heritage is explored and the influence of that heritage to Hawaii and the modern world is studied.

0215 PSYCHOLOGY

Objectives:
A. Cognitive
1. Relate the historical significance of philosophy and physiology to the development of psychology.
2. Distinguish the behavioral differences between instinct, reflex, and learned behavior.
3. Distinguish the difference between classical and operant conditioning.
4. Analyze the role of reinforcement in the learning process.
5. Recognize the relationship of hereditary and environmental factors to intelligence and personality development.
6. Analyze personality problems in terms of frustration, anxiety, and stress.
7. Identify mental disorders and their symptoms.

B. Affective
1. Appreciate the broad application psychology to other disciplines, behavior modification, and industry.
2. Appreciate the application of psychology in understanding human behavior in everyday life.
3. Accept responsibility for one's own behavior.

Description:
A study of behavior to help students gain insight into the behavior of other individuals and groups, as well as to equip them to effectively understand their behavior. Emphasis will be on the physiological and psychological basis for human behavior and how this knowledge can be applied in various human situations such as stress, conflict, and adjustment.

0218 ANTHROPOLOGY

Objectives:

A. Cognitive
   1. Identify and define anthropological concepts of culture, variation, social structure, culture/personality, cultural ecology, folklore, and the arts.
   2. Analyze the function of education in societies.
   3. Analyze and evaluate the meaning of "primitive" as related to societies.
   4. Explain why many societies practice magic and witchcraft.
   5. Analyze the relationship between environment and culture.

B. Affective
   1. Become aware of the influence of past cultures on our present way of life.
   2. Respect "primitive societies" for their contributions to humanity.
   3. Realize the importance of the acculturation process.
   4. Appreciate the anthropological perspective as a means of viewing human behavior.

Description:

A study of culture and an attempt to discover common patterns of life which are found in all cultures. It emphasizes the mode of inquiry of the anthropologist, highlighting the comparative and inductive methods. Attention is also focused upon discovering relationships among different aspects of a culture while viewing the culture itself as an interconnected whole.

0220 SOCIOLOGY

Objectives:

A. Cognitive
   1. Identify and define sociological concepts of culture, society, socialization, norms, roles, self-concept, social stratification, social class, ethnicity, minority, deviation and social change.
   2. Compare, contrast, and apply sociological theories (Cooley's "Looking Glass Self," Weber's Warner's, and Marx's theories on "Social Class," Piaget's "Moral Judgement") to analyze human behavior.
   3. Identify and analyze the functions and interrelationships of social institutions.
   4. Synthesize data to determine how an individual is socialized into the group.
   5. Identify and define the values by which the American nation stratifies people into groups.
   6. Analyze behavior by applying the concept of social class.
   7. Identify, analyze, and propose solutions to social problems.
   8. Analyze the process of social change and hypothesize the role of the individual in society in the future.

B. Affective
   1. Evaluate one's own role in the larger society.
   2. Internalize the values of becoming a contributing member of a group.
   3. Attempt to improve one's relations with other people as one realizes the relationship to others.
   4. Become aware of how one's self concept affects behavior.
   5. Become aware of the intricate relationship between persons and institutions.

Description:
A study of people in society that emphasize the sociological mode of inquiry. It focuses attention on developing broad generalizations about social patterns by gathering empirical data through careful techniques that are unaffected by value judgments as possible. This, in turn, will give greater depth of understanding about the nature and complexity of society, as well as the individual within society.

0221 SOCIOLOGY: Option I: (Options can be designed to meet unique needs of different groups of students).
Option II:

Objectives:
The objectives for this course are not significantly different from a general course in sociology. However, additional specific objectives can be added to meet knowledge objectives related to the particular ethnic or cultural group selected for study.

Description:
A study of a particular ethnic or cultural group within a larger society (e.g., Japanese-Americans, Chinese-Americans, etc.). The course emphasizes a sociological mode of inquiry at the same time it develops understanding about social patterns of behavior of particular groups within a larger society.

This course should be designed for those students who desire a more in-depth course in sociology or a second course in sociology, extending application of major sociological concepts learned in a general course.

0225 GEOGRAPHY

Objectives:

A. Cognitive
   1. Identify and define geographic concepts of location, distribution, density, human/land interaction, land use, areal dynamics, central place, nodality, and area systems.
   2. Compare, contrast and apply geographic theories in explaining the relationship between people and the natural environment.
   3. Analyze reasons why things, people, and events have developed where they are.
   4. Relate learnings from geography to analyzing and evaluating contemporary social and civic problems confronting society.

B. Affective
   1. Recognize and accept cultural differences as they relate to geographical differences.
   2. Acknowledge and accept the influence of geographic differences as they affect the decision-making of individuals and groups.

Description:

A study of physical and cultural geography. It emphasizes how the natural environment is related to and affects people and society. Particular attention is also focused upon the quest for security and international cooperation and peace.

0281 INTERNATIONAL AFFAIRS

Objectives:

A. Cognitive
   1. Identify and define concepts such as technology, ecology, population pressure, economic imbalance, revolution, world politics, interdependence, foreign policy, ideology, isolationism, internationalism, world order and decision-making.
   2. Analyze and evaluate the benefits of modern science and technology in terms of international cooperation.
   3. Identify and analyze the arguments as to what are the basic causes of world disorder.
   4. Identify the relationship between national revolutions and international political disorders.
   5. Analyze and evaluate presidential speeches to determine priorities established regarding national interest and world responsibility.
   6. Explain the process of decision-making in American foreign policy and evaluate the effectiveness of that policy in terms of our country's position as a world power.
   7. Evaluate the role of the ordinary citizen in foreign policy decision-making.
   8. Formulate and examine possible alternatives in achieving world order.

B. Affective
1. Realize that the concept of nationalism must be re-examined in light of the factors which are rapidly forcing nation-states to cooperate for survival in the future.
2. Become aware of the problems and implications of world poverty and population pressures.
3. Realize that international political and economic instability will affect life and security even in the richest and most powerful country in the world.
4. Appreciate the importance of an informed citizenry in the process of foreign policy decision-making.

Description

This course is a study of the significant factors influencing and determining relationships among nations of the world. It emphasizes analysis of conflicting ideologies and the impact of conflict on nations and peoples of the world. Particular attention is also focused upon our quest for security and international cooperation and peace.

0287 ASIAN STUDIES

Objectives:

A. Cognitive
1. Identify the major forces shaping cultural change and the effects of these forces on values, institutions, and human behavior in Asia.
2. Recognize and be aware of the great diversity of cultures that exist in Asia.
3. Analyze the concept of social change as it relates to social problems that lead to violence and revolution.
4. Analyze the processes of urbanization and industrialization as they have affected social, political, and economic problems in Asian societies.
5. Define the concept of political democracy and explain the conditions which nurture its development.

B. Affective
1. Accept the value and worth of study of cultures and societies that represent alternative ways of living.
2. Appreciate the cultural achievements of Asian societies, especially in the areas of philosophy, religion, music, and art.
3. To become aware and concerned about problems of economic scarcity and social injustice existing in Asian countries today.

Description:

A study that emphasizes development of some perspective of life outside of the western, Judaeo-Christian society. Attention is focused on the philosophical, social, and political bases of selected Asian countries and how these have influenced the traditional and contemporary cultures of these societies.

0288 EUROPEAN STUDIES

Objectives:

A. Cognitive
   1. Identify the different historical periods which characterize the development of Western Civilization.
   2. Explore the origins and evolvement of the Western Civilization beliefs in the dignity of people and the rule of law.
   3. Identify the major forces which shaped and continue to shape cultural changes in European societies, past and present (e.g., Feudalism, Christianity, the Renaissance, Humanism, the Commercial Revolution, the Scientific Revolution, Imperialism, etc.).
   4. Analyze the effects of these major forces on the values, institutions, and human behavior of European societies, past and present.
   5. Recognize the diversity of cultures that make up the entity we know of as Europe.
   6. Identify, analyze, and evaluate key political and economic concepts which evolved in the European historical past, (e.g., democracy, capitalism) and assess their influence on the development of the United States.
   7. Identify and be aware of the major cultural achievements of European societies, past and present, especially in the areas of philosophy, religion, music, and art.

B. Affective
   1. Appreciate the contributions of past European civilizations to the style of life characteristic of the western world today.
   2. Appreciate the study of the past and accept the value and worth of such study in terms of helping to understand the present and future.
   3. Appreciate the cultural achievements of European societies, especially in the areas of philosophy, religion, music, and art.

Description:

A study that explores the development of Western Civilization through selected historical periods of the European past. The major philosophical, political, economic, and social forces which have shaped and continue to shape European societies today are analyzed in terms of their effect on our style of life today. Emphasis will also be given to the significant contributions these civilizations have made to the world.

0290 ADVANCED PLACEMENT U. S. HISTORY

Objectives:

A. Cognitive
1. Identify and explain how developments in our nation's past have led to present conditions.
2. Identify, describe and explain the major periods, movements, trends, and themes in American History.
3. Identify major American historians and their interpretations.
4. Compare, contrast, and evaluate differing historical interpretations.
5. Discuss events from the past using several different approaches -- descriptive, narrative, interpretive.
6. Explain the influence and significance of a historian's frame of reference.
7. Distinguish between primary and secondary sources in gathering data.
8. Use the methods of the historian: hypotheses formation, collection, selection, observation, verification, comparison, contrast, analysis, synthesis, interpretation, and evaluation.
9. Compare annotated bibliographies.
10. Write position papers in research form.
11. Discuss in seminar situations.

B. Affective
1. Appreciate the American way of life in terms of a democratic ideological heritage.
2. Acquire respect and appreciation for human values and the worth and dignity of every person.
3. Participate actively in helping to solve problems of contemporary American life through democratic processes.
4. Develop attitudes and patterns of thought consistent with living in a rapidly changing world.

Description:

Equivalent to an introductory course in college. It emphasizes critical analysis of historical material and research in historical interpretation.

A satisfactory score on the College Board Entrance Examination and a three-hour examination in May of each school year, may exempt a student from taking the introductory U.S. History course in college.

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0292 CONSUMER EDUCATION

Objectives:

A. Cognitive
   1. Recognize and identify a wide range of motivations, needs, and buying considerations which face consumers.
   2. Define the purpose of a budget and prepare one for own spendable income.
   3. Identify and define sound principles of consumer purchasing.
   4. Apply sound principles of purchasing when confronted with simulations as well as actual situations.
   5. Examine the role of consumer credit in stimulating the nation's economy and raising the standard of living.
   6. Identify fraud, quackery, and deception in advertising claims and information on labels.
   7. Examine those consumer concerns that one will confront as an adult citizen, such as purchasing an automobile, housing, banking, savings, and investments, life and health insurance, and security programs.
   8. Identify the major laws and public and private agencies which help to protect consumers.

B. Affective
   1. Be willing to weigh competing values before making decisions related to purchasing.
   2. Make intelligent and meaningful choices regarding consumer purchasing of goods and services.
   3. Be aware of the important role of the consumer in the community and the nation's economy.

Description:

Designed primarily to help students make wiser choices in the use of their purchasing power. It will emphasize certain areas of consumer education in greater detail and depth, including the following: (a) purchasing food, clothing, furniture, and appliances; (b) purchasing and maintaining an automobile; (c) housing: apartment rental and purchasing a home; (d) banking and savings; (e) investments; (f) life and health insurance; and (g) security programs: Social Security, Medicare, and Medicaid.

0293 MARINE STUDIES

Objectives:

A. Cognitive
   1. Identify the users and uses of coastal or shoreline area resources.
   2. Identify the major social, political, and economic problems involving coastal or shoreline areas.
   3. Analyze the major issues and problems related to coastal and shoreline areas using the problem-solving approach and decision-making process.
   4. Analyze specific local coastal or shoreline problems as they relate to broader national issues.

B. Affective
   1. Appreciate the beauty and fragility of coastal or shoreline areas.
   2. Recognize that a community's values affect the uses and/or abuses of coastal and shoreline area resources.
   3. Acknowledge one's own values and stance as related to coastal or shoreline issues and problems.

Description:

Explores a wide range of shoreline or coastal management issues such as the conservation of marine ecosystems, preservation of scenic and aesthetic resources, incremental versus comprehensive planning, and the relationship between private and public land ownership rights. The course emphasizes a case study approach involving students in real problems of their own communities.

0294 POLITICAL PROCESSES

Objectives:

A. Cognitive
   1. Identify major ideas and concepts from the disciplines of political science, sociology, psychology, and history, particularly those related to political culture, politics and political parties.
   2. Apply social science theories in analyzing human behavior as they relate to political culture, politics and political parties.
   3. Use several modes of inquiry in extending one's knowledge and understanding of political behavior.
   4. Analyze data and formulate generalizations about political behavior of individuals and groups.

B. Affective
   1. Realize that involvement and active participation in government can contribute to better understanding of human behavior.
   2. Recognize the value of being a contributing member of a group and the larger society.
   3. Assess one's own values which guide one's actions in supporting candidates or political parties in a political campaign.
   4. Actively acknowledge and participate in supporting political parties, candidates, or causes of one's own choice.

Description:

A flexible course that enables the student to earn academic credit for participation in election campaigns and activities of political parties or government. It is based on major ideas and concepts dealing with political culture, politics and political parties, but at the same time provides the opportunity for students to actively participate in political and governmental activities outside of the classroom. Individual projects can be designed, but the student must be accountable in reporting back to the teacher and school and be evaluated based on meeting the objectives outlined for the course.

0295 ADVANCED PLACEMENT EUROPEAN HISTORY

Objectives:

A. Cognitive

1. Identify and explain how many of our basic institutions and ideas of social, political, and economic significance have their origins in the European historical past.
2. Identify, describe, and explain the major periods, movements, trends and themes which characterize European History.
3. Identify major European historians and their interpretations.
4. Compare, contrast, and evaluate differing historical interpretations.
5. Discuss events from the past using several different approaches -- descriptive, narrative, interpretive.
6. Explain the influence and significance of a historian's from of reference.
7. Distinguish between primary and secondary sources in gathering data.
8. Use the methods of the historian: hypothesis formation, collection, selection, observation, verification, comparison, contrast, analysis, synthesis, interpretation, and evaluation.
9. Compile annotated bibliographies.
10. Write position papers in research form
11. Discuss in seminar situations.

B. Affective

1. Appreciate the influence of the European past in contributing to our contemporary way of life.
2. Acquire respect and appreciation for human values and the worth and dignity of every person.
3. Develop attitudes and patterns of thought consistent with living in a rapidly changing world.

Description:

Equivalent to an introductory course in college. It emphasizes critical analysis of historical material and concentrated study of one of four periods of European history a student selects: 1450 - 1660, 1660 - 1789, 1789 - 1870, 1870 - 1939.
A satisfactory score on the College Board Entrance Examination and a three-hour examination in May of each school year, may exempt a student from taking the introductory European History course in college.

0296 HUMANITIES: SOCIAL STUDIES

Objectives:

A. Cognitive
   1. Explain how human values have determined lifestyles throughout time.
   2. Recognize the role of art, literature, music, and history in human life.
   3. Recognize the modes of inquiry of the social sciences in clarifying value systems.
   4. Identify oneself as part of the human continuum, historically as well as creatively.
   5. Assess one's present roles in life, socially and personally.
   6. Defend and justify one's own personal values; yet be able to modify them in light of new evidence.
   7. Apply one's own learning to formulate a personal philosophy for living.

B. Affective
   1. Be aware that there are few obvious "right" or "wrong" situations in human life.
   2. Be willing to re-examine one's attitudes about ideal relationships between men and women and their society.
   3. Be willing to question own values; clarify and reformulate values; and live according to own values.

Description:

An interdisciplinary study, utilizing the social science disciplines of anthropology, sociology, psychology, political science, economics, geography and history in viewing and clarifying the student's value system. Attention is focused on value issues such as the following: What is the good society? What is a good life for me?

0297 INTRODUCTION TO THE BEHAVIORAL SCIENCES

Objectives:

A. Cognitive
   1. Identify major ideas and concepts from the disciplines of anthropology, sociology, and psychology particularly related to the behavior of individuals and groups: culture, socialization, social class, social change, self concept, norms, and roles.
   2. Compare, contrast, and apply theories from the behavioral sciences in analyzing human behavior.
   3. Use the several modes of inquiry of the disciplines in extending an understanding of human behavior.
   4. Synthesize data and formulate generalizations about behaviors of individuals and groups.

B. Affective
1. Realize that the behavioral sciences perspective can contribute to enhancing our understanding of human behavior.
2. Internalize the value of being a contributing member of a group.
3. Appreciate inquiry as a mode of learning.

Description:
Introduces students to several methods of inquiry which are particularly appropriate and useful in analyzing society. Attention is also focused upon developing a critical attitude toward common generalizations about behaviors of individuals and groups. Students can begin to emulate the kinds of questions and problems behavioral scientists are confronted with and seek possible answers and solutions.

0298 ETHNIC STUDIES

Objectives:
A. Cognitive
1. Identify and define concepts such as group processes, cultural diffusion, cultural pluralism, ethnic groups and self-concept.
2. Analyze the interrelationship of racial and ethnic groups in America.
3. Analyze the relationship between minorities and the dominant culture.
4. Determine the causes and effects of stereotyping, prejudice, and discrimination.
5. Identify and analyze problem areas related to ethnic groups.
6. Hypothesize future ethnic relations in the United States.

B. Affective
1. Be willing to question and re-examine own biases related to ethnic groups.
2. Develop an empathy with people from different ethnic backgrounds.
3. Accept and appreciate the contributions from different ethnic groups as adding to the richness of what makes up the American culture of today.

Description:
A study of various ethnic groups in American society today, Attention is focused on an in-depth study of their origins and unique cultural contributions that have been assimilated by the American culture of today. Particular attention is given to analyzing and evaluating the role of ethnic groups in a pluralistic society.

0299 ENVIRONMENTAL STUDIES, SOCIAL STUDIES

Objectives:

A. Cognitive
   1. Identify and define the ideals and social values which serve as the basic determinants in the formulation of public policy regarding the use of land and natural resources, particularly of the local community.
   2. Identify and define specific environmental problems affecting the local and larger environment.
   3. Analyze and evaluate the process through which environmental problems can be solved.
   4. Apply the problem-solving process to selected problems.
   5. Demonstrate decision-making and action-taking ability as a result of learning.

B. Affective
   1. Recognize the value of maintaining ecological balance.
   2. Recognize the need for citizen involvement in solving environmental problems and one's part in the process.
   3. Appreciate the complexity of solving environmental problems because of value conflicts.

Description:

Emphasizes the effect of human depletion of natural resources, pollution, etc. on the quality of life and examines the social impact of various alternative solutions to these problems. Analyzes the ideals and social values of individuals and societies, which are often conflicting, but are the basic determinants in the formulation of public policy regarding the use of natural resources.

The descriptions included in this section were selected from the Social Studies Curriculum Materials Data Book, published by the Social Science Education Consortium, Inc. (SSEC), and are reprinted here with permission. SSEC is organized to assist teachers and other professional people in social studies curriculum development and improvement efforts.

The format used in describing the instructional/resource materials was designed by SSEC and is used in curriculum analysis by various curriculum writers, teachers, and other professional educators. The intent is to provide an overview of any material with relevant information needed if one were surveying materials for possible use in a course. Although cost information is provided for planning purposes, current prices should be obtained from the publisher.

As new project materials or textbooks are reviewed by SSEC, descriptions will be sent for inclusion in this section.

Appendix B also provides a listing of instructional materials that may be useful for planning purposes.

A. PROJECT MATERIALS

The following programs describedinclude a sampling of social studies project materials which were developed primarily, but not exclusively, under the sponsorship of the Office of Education and the National Science Foundation.

CALIFORNIA STATE UNIVERSITY, SAN JOSE
ECONOMICS IN SOCIETY — March 15, 1974

Project Directors:	Project closed in 1970 Former directors are Suzanne Wiggins Helburn, Professor of Economics University of Colorado, Denver John G. Sperling, Professor of Humanities California State University, San Jose
Project Address:	Project business is being handled by Suzanne Wiggins Helburn University of Colorado, Denver 1100 14th Street Denver, Colorado 80202
Publisher:	Addison-Wesley Publishing Company 2725 Sand Hill Road Menlo Park, California 94025
Publication Date:	Concepts and Institutions, 1974 Industry Performance, 1974 National Economic Policy, 1974 Economic Goals and Priorities, 1975 Communist Economies, 1975 Third World Economies, 1975
Availability:	From publisher
Grade Level:	9-12 (13, 14)
Subject Area:	Economics

Overview

Economics in Society, originally entitled ECON 12, was developed at San Jose State College (now California State University, San Jose) between 1964 and 1970. Funding for the original project was provided by the U.S. Office of Education, with additional support from the Joint Council on Economic Education. Several versions of the material were written, field tested, and revised during the development period. The final version includes six books, each of which are accompanied by an Instructor's Guide. A separate guide, entitled *Strategy and Methods*, introduces the teacher to the entire program and describes how the materials are to be used. A *Staff Training Kit* is also available for teachers to familiarize themselves with the content and teaching strategies of the program.

Materials and Cost

Student Texts: Economics in Society.
By Suzanne Wiggins Helburn et al.,
8-3/4" x 9", paperbound.
Titles as follows:

Concepts and Institutions. 282 pp.	$3.90
Industry Performance, 234 pp.	$3.60
National Economic Policy. 186 pp.	$3.30

Economic Goals and Priorities,
Communist Economies, and
Third World Economies are forthcoming.
Teacher's Guides: All Instructor's Guides are by Suzanne Wiggins Helburn et al., 6" x 9", paperbound.
Titles as follows:

Strategy and Methods, 96 pp.	$2.25
Concepts and Institutions. 155 pp.	$3.00
Industry Performance, 136 pp.	$3.00
National Economic Policy. 133 pp., forthcoming.	

Additional Teacher Materials:
Economics in Society: Staff Training Kit. By Suzanne Wiggins Helburn and James E. Davis. Cardboard box, 17" x 13" x 2", contains filmstrip; two 33-1/3 rpm records; simulation game, Transact; duplicator masters; and Kit Manual $64.50

Required or Suggested Time

The use of all six books in the *Economics in Society* program would require one school year. Other course options, ranging from four weeks to a semester, are outlined in *Strategy and Methods*. The Individual Instructor's Guides contain a table outlining the average number of 50-minute class periods necessary for teaching each part of the book. The use of the optional activities would also increase the amount of class time needed.

Intended User Characteristics

The program is designed for students of average and above-average reading ability in grades 9 through 12 or for use at the junior college level. Because the strategies emphasize student involvement and participation in learning activities other than reading, students who have only average reading ability can use the materials successfully. A strong college background in economics would be useful to the teacher but is not necessary because of the detailed Guides. In addition, the *Staff Training Kit* contains 12 sample lessons to familiarize teachers with the program.

Rationale and General Objectives

The developers of *Economics in Society* wish to change the image of economics as "the dismal science" by providing a course which will have ". . . lasting effect on students' economic reasoning powers [and] understanding." To do this, they have developed a "teaching/learning system" in which ". . .a set of interrelated materials, strategies,

and subjects of study[are]designed to help students achieve a set of learning objectives." Within each book, a statement of learning objectives described in behavioral terms focuses on the acquisition of knowledge, skill, and understanding.

Content

Economics in Society is "...built around a conceptual structure aimed at helping students perceive and analyze economic issues." *Concepts and Institutions* provides a description of economics in terms of production, exchange, finance, markets, resources, organized labor, income, and welfare. In *Industry Performance* students study competition, monopoly, the issues of antitrust and regulation and the roles of corporations and governmentin protecting the environment. *National Economic Policy* is concerned with definitions of national income theory, how to predict changes in the GNP, national economic growth and stability, and economics for the future. *Economic Goals and Priorities* ". . . introduces students to the national problems created by the needs and wants of diverse communities and groups living in the United States." *Communist Economies* ". . .highlights the evolution of communist thought and policies" through case studies, and *Third World Economies* uses the struggle for development in India, Nigeria, and Brazil to illustrate the ". . .problem of economic growth in less developed non-communist countries."

Teaching Procedures

The developers of *Economics in Society* have based their teaching strategies on a model of the thinking/learning process developed by Richard Suchman, the goal of which is to create a "teaching/learning environment which operates more through cognitive motivation than through social-ego motivation." Suchman has devised four strategies which have been incorporated into a four-step process of instruction in each lesson. The first step is to introduce the topic by getting students interested in the subject matter and finding out what they already know. The second step uses core essays and programmed learning modules to acquaint students with knowledge and skill organizers. In the third step, students apply the organizers through activities such as readings, data banks, exercises, case studies, and games. The final activity is a review in which students "synthesize what they have learned."

Evaluative Data

The published version of *Economics in Society* has not been field tested. During the development period, the materials were tested in over 50 schools, with approximately 100 teachers and 3,000 students participating. Many of the revisions in the final version are based on these field trials.

References

Davis, James E. "ECON 12: A Case Study in Curriculum Materials Development." Ed.D. Dissertation, University of Colorado, 1973.

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HIGH SCHOOL GEOGRAPHY PROJECT October 15, 1973
LOCAL COMMUNITY: A HANDBOOK FOR TEACHERS, THE

Director:	Project closed in August 1970 Former directors are William Pattison, Nicholas Helburn, and Dana Kurfman
Project Address:	Project business is being handled by the Association of American Geographers 1710 16th Street, N.W. Washington, D.C. 20009
Publisher:	The Macmillan Company School Division 866 Third Avenue New York, New York 10022
Publication Date:	1971
Availability:	From publisher
Grade Level:	10 (7-12)
Subject Area:	Geography Core American History, Anthropology, Community Studies, Economics, Environmental Studies, and Sociology

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Overview

The *Local Community* is about teaching geography, using the local community as the prime resource. It is one of two reference volumes developed by the High School Geography Project (HSGP) to supplement the course, *Geography in an Urban Age*. (The other volume deals with the use of maps and aerial photographs as teaching aids. See Summary Data Sheet.) The handbook is the product of the efforts of HSGP's Committee on Local Geography, which was composed of eight distinguished geographers and chaired by Kenneth T. Corey of the University of Cincinnati. Intended as a teacher aid rather than as material for direct student use, the handbook contains background discussion of basic geographic concepts that are useful in studying the local area, suggestions for preparing to teach local geography in different types of areas, detailed descriptions of 13 different learning activities, and a bibliography of selected references on the local gecgraphy of 31 major metropolitan areas in the United States and Canada.

Materials and Cost

No student materials.

Teacher's Guide: *The Local Community: A Handbook for Teachers.* 255 pp., 10" x 8-1/4", paperbound $5.25

Required or Suggested Time

No overall teaching time is suggested by the authors, since the use of the ideas from the handbook is intended to be extremely flexible. The activities described might be used to supplement portions of a more general geography, local history, or other social studies program; or the 13 activities might serve as the core of a self-contained course. Suggested teaching time is noted for each individual activity. If all activities are used, the total teaching time would be from 28 to 32 class periods, plus four field trips each taking from one hour to a half day or longer.

Intended User Characteristics

The authors are careful to point out that effective use of the volume requires the teacher to "translate its general recommendations and fashion them to serve[his/her] specific needs." Considerable time should be devoted to collecting appropriate materials on the local community. Skill in interpreting the 13 model activities in light of the local context is required; however, no formal training in geography is necessary to use the volume. The 13 activities were designed with average 10th graders in mind, but are amenable to adjustment up and down, in terms of both grade and ability levels. The handbook has been used as the basis for college level geography courses. In the analyst's opinion, a number of the activities, if properly adapted, might hold particular appeal for slow learners.

Rationale and General Objectives

According to the developers, the purposes of *The Local Community* are: "to help[teachers] teach some basic concepts of geography and to help ...students apply geographic ideas in the local area." The developers believe that using the local area to achieve geographic understanding has seferal advantages: the local area is "directly relevant" to the teacher's and students' everyday lives; teachers and students are already familiar with it; and because it is so familiar it provides a fertile ground for discovery. It is anticipated that, once students become able to apply geographic concepts in their own localities, they will more readily perceive geographic relationships in broader arenas. Specific objectives for each of the 13 model activities are stated in behavioral terms at the beginning of each activity description.

Content

The handbook is divided into four sections. The first, "Relating Geographic Concepts to the Local Community," offers the teacher brief background discussions and bibliography on 16 core geographic concepts, including geographic facts, spatial distribution, areal association, spatial interaction, region, central places, hierarchy, gravity, distance, complementarity, basic/non-basic economic sectors, connectivity, accessibility, scale, sequent occupance, and spatial diffusion. The second section, "Preparing to Teach about the Local Community,"

describes eight steps for gathering information and materials from the local area and planning effective learning activities around these materials. It also includes four essays pointing out relevant concepts, data sources, and procedures for studying four different types of settings: the countryside, the small town, the metropolitan area, and the suburban area. The third section, entitled "Classroom Activities about the Local Community," is the longest section in the volume. It contains detailed suggestions for conducting 13 different local geography activities dealing with the geographic concepts discussed in Section 2. The final section lists materials and references on which the teacher may draw for study of any one of 31 metropolitan areas in the United States and Canada.

Teaching Procedures

The learning/teaching model on which the developers have based their suggested strategies involves four sequential learning stages: perception, conceptualization and memorization, practice, and analytical and creative thinking. The model teaching strategies described for the 13 activities involve a wide range of settings, skills, and information sources to help move the students through these stages. These include several sorts of field trips (by bus, car, on foot) in which students are called upon to employ different kinds of observation and recording skills. Activities using census data, maps of various kinds, survey interviews, historical documents, aerial photographs, and other sources are detailed. The most appropriate groupings -- individual, small group, or whole class -- is suggested for each activity. The analyst was particularly intrigued by one activity in which students use the local telephone directory as a source of data for mapping ethnic and kinship patterns. The format for each activity begins with an overview; itemizes the major parts of the activity; states the specific objectives for the activity; outlines steps in advance planning and lists materials needed; and finally presents a step-by-step description of procedures. Well-illustrated prototypes of materials that might be employed during the course of the activity -- maps, photos, questionnaires, and observational recording forms -- are provided. Also included are suggestions for films, background readings, and so forth. There are, however, no suggestions for evaluation.

Evaluative Data

No school trials were conducted with these materials, and as yet, no evaluative data is available on their use since commercial publication.

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CARNEGIE-MELLON UNIVERSITY
SLOW LEARNER PROJECT
AMERICANS, THE: A HISTORY OF THE UNITED STATES

March 15, 1978
Revised

Editors:	Edwin Fenton, Professor of History Carnegie-Mellon University Allan O. Kownslar, Associate Professor of History Trinity University
Project Address:	Carnegie-Mellon University Schenley Park Pittsburgh, Pennsylvania 15213
Publisher:	Holt, Rinehart and Winston 383 Madison Avenue New York, New York 10017
Publication Date:	1975 (rev.ed.)
Availability:	From publisher
Grade Level:	7, 8
Subject Area:	American History

Overview

The *Americans*, intended specifically for slow learners, is a revised version of materials originally published in 1970 and developed with a grant from the U.S. Office of Education under the direction of Edwin Fenton. The program concentrates primarily on developing students' affective behavior. It is designed to improve self concepts and attitudes toward learning and to help students clarify their values. The program's instructional strategy is based on an inquiry approach to learning. Students work directly with historical data which they analyze and evaluate. Although similar to the first edition, the revision reflects six major changes: (1) The text has been shortened. One chapter was omitted and the last three have been condensed into two. (2) Pictures, illustrations, maps, and charts are more numerous and more colorful. (3) The filmstrips have been eliminated, and some of the frames have been included in the textbook. (4) Most of the workbook questions and activities have been incorporated into the text. (5) Class handouts, some adapted from workbook activities and some completely new, have been added. (6) Chapter tests have been revised.

Materials and Cost

Student Text: *The Americans: A History of the United States (rev. ed.)*. Edwin Fenton and Allan O. Kownslar, eds. 472 pp., 7-1/2" x 9-1/2", hardbound $9.69

Teacher's Guide: 316 pp., 8" x 11", paperbound $6.84

Multimedia Kit: *Classroom Support Unit (rev.ed.)*. Plastic carrying case, 13" x 14" x 3-1/4", contains three cassettes; 4 each of 10 sets of picture cards, 8" x 6"; 78 spirit masters for class

handouts, 8-1/2" x 11"; 49 spirit masters for chapter tests, 3-4 pp. each, 8-1/2" x 11" $175.77

Duplicating masters available separately:

Class Handouts	$40.50
Tests	$22.86

Required or Suggested Time

The materials are designed for a one-year course in American history. The text consists of 16 chapters, each requiring approximately two weeks of class time. Within the chapters individual teaching modules require 15 to 20 minutes to complete. It is expected that teachers will present two or three of these each day. The lessons are ordered chronologically and should be taught sequentially.

Intended User Characteristics

The Americans was designed for junior high students with below-average reading skills. The content should be useful for students from varying backgrounds, including inner-city and suburban schools. No special teacher training is required as detailed lesson plans are given in the Teacher's Guide.

Rationale and General Objectives

The Americans was developed to help junior high slow learners: (1) develop a positive self-concept; (2) develop a positive attitude toward learning; (3) develop learning skills; (4) develop inquiry skills; (5) clarify their values; and (6) gain in knowledge and understanding of historical content. The course aims at encouraging students to understand contemporary society within the broader context of American historical development, By using inquiry techniques, the student is also expected to develop analytical skills which will enable him to deal rationally with human problems and behave responsibly toward himself and the society of which he is a part. Specific behavioral objectives for each lesson are listed in the Teacher's Guide. These objectives are organized into the six categories mentioned above. For example, in the chapter on "Slavery in America," an inquiry objective is "To form a hypothesis about how people protested against slavery."

Content

The Americans covers the development of the United States from the time of the earliest recent incident in which an American Indian, Lucky Eagle, stepped off a plane in Italy and explorers to the present. Each of the 16 chapters focuses upon important historical issues such as industrialization, urbanization, war, and the role of government. Interpersed throughout the text are contemporary examples which shed light on these recurring historical problems. For example, the first chapter focuses on early explorers. In addition to discussing the arrival of American Indians, Columbus, and other European explorers, the text points out a fairly claimed to have discovered Europe. The chapter also asks students to consider unknowns, past and present, and to consider the early explorers' and their own unknowns. Diaries, original letters, newspaper accounts, and other simplified primary source materials provide the stimuli for understanding American historical development as reflected in the lives of individuals. In the chapter on "Slavery in America," there is a description of slavery by a Northern traveler and by a former slave; a picture essay; two case

studies about ex-slaves; a protest song; a story about Harriet Tubman and the Underground Railroad; a case study of Frederick Douglass; an article by William Lloyd Garrison; and a description of Gabriel Prosser's plan to free the slaves in Richmond, Virginia. Sections in each chapter are designed to encourage value clarification. In Chapter 8, "Civil War and Reconstruction," students speculate about the obligation a person might have had toward society over the issue of slavery before the Civil War. They then make value judgments about the need to maintain law and order, to guarantee the rights of others, and to guarantee personal safety.

Teaching Procedures

The Teacher's Guide outlines in detail the objectives for each lesson, the materials and equipment needed, and instructions for teaching. Major activities include reading, discussion, and audio-visual presentations. Students analyze historical and contemporary situations and their own values toward these situations. The class handouts, cassette recordings, and picture cards form an essential part of the instruction. For example, a typical lesson is "Paul's Problem," from "The Rise of Industry." Students read a section in the text and listen to a recording about a contemporary 16-year-old who wants to quit school and go to work. They then discuss the answers to three fact questions which deal with the relationship of education to success. Students next receive a handout which leads them through the process of identifying a problem and formulating and testing a hypothesis. The careful structuring of the questions, which moves students step-by-step through this process, offers maximum opportunity for students to succeed.

Evaluative Data

The evaluation of the first edition of this material took place in five Pittsburgh schools during the revision of the course in 1968-69. The developers report the following results: "Slow learners can be taught successfully when teachers use imaginative content, vary teaching strategies, and approach their teaching situation with a positive and sensitive attitude. Involving students in the clarification of their own values and providing them with necessary learning skills does indeed foster learning." The 1975 edition has not been formally field tested, but the revisions are based on the advice and comments of teachers who have used the materials.

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CARNEGIE-MELLON UNIVERSITY
SOCIAL STUDIES CURRICULUM PROJECT
NEW HISTORY OF THE UNITED STATES:
AN INQUIRY APPROACH, A

March 15, 1976
Revised

General Editor:	Edwin Fenton, Professor of History Carnegie-Mellon University
Project Address:	Carnegie-Mellon University Schenley Park Pittsburgh, Pennsylvania 15213
Publisher:	Holt, Rinehart and Winston, Inc. 383 Madison Avenue New York, New York 10017
Publication Date:	1976 (revised edition)
Availability:	From publisher
Grade Level:	11
Subject Area:	American History

Overview

In *A New History of the United States,* students evaluate history in light of changing American social, economic, cultural, and nationalistic values. They examine paintings, photographs, speeches, graphs, biographies, songs, historical accounts, propaganda, and newspaper articles to arrive at historical generalizations. Developed as the core curriculum for a one-year, 11th-grade American history course, the materials extensively use the inquiry approach. Although similar to the first edition (1969), five major changes have been made in the revised materials. New visuals including the photographs, paintings, charts, graphs, maps, and tables have been added. The reading level in some sections of the original materials has been lowered to meet 11th-grade standards. A revised evaluation component has been developed, and many new individual and group activities have been provided to individualize instruction and stimulate student creativity. Value questions and dilemmas have been added in the student text to encourage the moral development of students.

Materials and Cost

Student Text: *A New History of the United States: An Inquiry approach.* By Irving Bartlett et al. 738 pp., 7-1/2" x 9-1/2", hardbound $9.99

Teacher's Guide: *Teacher's Guide for a New History of the United States: An Inquiry Approach.* By Barbara Judd. 248 pp., 8" x 11", 3-hole punched, paperbound $4.47

Classroom Support Unit Multimedia Kit: 14"x13"x3", vinyl carrying/storage case, contains the following: 7 *Student Book of Activities and Readings;* study guide duplicating masters; 89 evaluation duplicating masters; 36 duplicating class handouts; 9 film strips; 1 sound cassette; 22 color transparencies; 6 picture cards. Complete Kit: $199.50
(Components added to kit in this revision are also sold separately.)

Required or Suggested Time

The materials are designed for use in a one-year, 11th-grade American history course. The editors suggest that a reading be assigned each day for four days a week; the fifth day should be left open for various supplementary activities. A wide variety of supplementary lessons, requiring one to several days for completion, is provided by the Individual and Group Activity Component which has been added to these revised materials.

Intended User Characteristics

The *New History* materials are intended for use by average and above-average 11th-grade American history students. In this revision, editors have lowered the reading level of the original materials in sections where the level exceeded the 11th-grade standard. The teacher who uses this program needs a background in United States history, some knowledge of historiography, and skill in conducting classroom inquiry exercises.

Rationale and General Objectives

The overall objective of the Carnegie-Mellon Social Studies Curriculum is "to help each student develop to the limit of his or her ability into an independent thinker and a responsible citizen of a democratic society." This general objective is divided into six sub-objectives: development of learning skills, growth in the ability to use analytical inquiry skills, acquisition of knowledge, development of constructive attitudes toward learning, growth of a positive self-concept, and valuing. The particular objective of *A New History of the United States* is to train students in an analytical mode of inquiry that will help them formulate valid historical generalizations.

Content

Outlining events from colonial times to the present, the content of *A New History* focuses on four major themes: the development of the American economic system, the growth of the American political system, the changing American social structure, and the reflections of these developments in the American intellectual tradition. The revised materials contain several new units on the ways in which American minorities, particularly blacks and women, are struggling to attain human dignity and win equal treatment in the society. A chapter discussing the effect of national growth on the environment has also been added. Most cases of content change involve the substitution of new reading selections which update information or view subjects from a more modern perspective. The new *Student Book of Activities and Readings* in the media kit features 45 supplementary activities designed to stimulate the creative talents of the student and to individualize instruction. Activities are divided into three areas -- family history, community history, and ethnic history -- and many require personal interviews with relatives or community residents on topics such as social activities, life-styles, cultural events, and local history. The revised student text is shorter than the original and contains many new visual components, including both black/white and color photographs, charts, graphs, drawings, maps, and tables. The text's 27 chapters contain a total of 106 readings, each reading consisting of at least one primary source document and a historical essay which helps link the readings together. In addition, each chapter contains an introduction, study questions, and valuing questions for student

reflection. Supplementary activities, filmstrips, and lessons from the Classroom Support Unit multimedia kit accompany the individual chapters. In this revision, the number of components in the media kit has been reduced. A cassette replaces the records and a new evaluation component has been added.

Teaching Procedures

A variety of instructional strategies are suggested in the Teacher's Guide which accompanies the *New History* student materials. Strategies range from teacher lectures to open-ended, student-directed discovery. However, the predominant teaching strategy of the program is directed discussion. Using this technique, the teacher guides, students in gathering, synthesizing, and interpreting a variety of information which is used in the formulation of historical generalizations. Additional evidence in the form of picture exercises, overhead transparencies, recordings, single concept filmstrips, and short handouts is introduced. Study questions preceding each reading in the text can be used to guide the student in the search for information. The question for thought which follows each reading encourages the student to reflect on the relationships among the readings.

Evaluative Data

The revised edition of *A New History* has not been evaluated. However, evaluative data for the original edition indicates that students who used the materials achieved a significantly better score on the Carnegie Test of Social Studies Inquiry Skills than students who did not.

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EDUCATION DEVELOPMENT CENTER, INC. March 15, 1978
SOCIAL STUDIES PROGRAM
TEACHING ABOUT THE AMERICAN REVOLUTION

Director:	Nona P. Lyons
Project Address:	Education Development Center, Inc. 55 Chapel Street Newton, Massachusetts 02160
Publisher:	Project
Publication Date:	1975
Availability:	From publisher
Grade Level:	7-12
Subject Area:	American History and Community Studies

Overview

Originally developed for the February 1974 issue of *Social Education, Teaching About the American Revolution* helps secondary students compare American life today to American life during the Revolutionary era. By focusing on individuals and communities, the three-part unit emphasizes individual and societal values and the role of values in influencing decisions and shaping United States history. The materials, consisting of a Teacher's Guide, a student booklet, a resource booklet, and a card sort poster, may be used as the basis for a four- to six-week unit or to supplement American history courses. The program is inquiry-oriented and includes activities such as a card sort, community investigations, decision making, and value analysis. A unique and exciting feature of the program is the innovative chapter on evaluation strategies in the Teacher's Guide.

Materials and Cost

Student Materials: Student Text: *Exploring American Values: Past and Present.* 46 pp., 8-1/2" x 11",
paperbound $5.50
10 or more $2.25

Resource Booklet: *An Inquirer's Handbook.* 13 pp.,
8-1/2" x 11", paperbound $5.50
10 or more $2.25

Card sort poster: *Community Connections.*
23" x 35" $1.75
10 or more $ .75

Teacher's Guide: *Teaching About the American Revolution.*
37 pp., 8-1/4" x 11", paperbound $2.75

Full class set, including 30 student booklets, 15 resource booklets, 15 posters, and Teacher's Guide $95.00

Required or Suggested Time

The entire package may be used to teach a four- to six-week unit or minicourse. Another possibility would be to select activities to supplement an American history or government course. Most of the suggested activities require one or two class periods; however, a few may require up to a week, particularly if students and teachers take advantage of local community resources.

Intended User Characteristics

Teaching About the American Revolution is designed for junior and senior high school students. Using the *Graph for Estimating Readability* by Edward B. Fry, the reading level of the student booklet ranges from 9th to 12th grades. The materials may still be used with younger students, however, since many of the activities either require minimal reading or lend themselves to small group work where an advanced student could be placed with students reading at lower levels. The community investigation activities, the card sort activity, and the *Inquirer's Handbook* have been used successfully with 5th- and 6th-grade students, according to the developers. No teacher training is required since teaching procedures are clearly described. It may be useful for teachers to be familiar with inquiry and valuing strategies.

Rationale and General Objectives

"What was life like for individuals in their communites? What did they value? Are those values ones we share today? What have we kept from the past? What have we changed?" These five questions about the American Revolutionary era and America today are central to this unit and are designed to help students examine both the present and the past. The developers believe that "it is useful to concentrate on individual Americans and American communities," comparing and contrasting past and present. Students are encouraged to examine the beginnings of their own communities in order to better understand community values. Finally, as students compare their own lives and their own communities to individuals and communities from the Revolutionary past and from the present, it is hoped they will develop a better understanding of the complexities of decision-making.

Content

The three parts of *Teaching About the American Revolution* are organized around sets of questions. "Exploring American Communities Past and Present" begins with the questions "What do you keep from the past?" "What do you throw away?" and "What do you change?" With these questions in mind, this part focuses on interrelationships between physical and domestic settings, how people made a living, how they communicated, their daily routines, and how children were raised. Students also examine values in two pre-Revolutionary American communities and values of the past in their own community. The second and third parts ask students to consider what certain people valued, what their options were, what actions they took and why, and what the consequences of their actions were. In "Dealing with Conflict: The Element of Personal Choice," students analyze two historical and two contemporary cases of individuals who had to make crucial choices. They also learn about the values and decisions involved in the Boston Tea Party. The final section, "Examining American Values," includes seven diaries and autobiographies of individuals from differing periods of American history. The emphasis

in this section is on values -- personal values and values for the nation -- and how time has affected those values. An *Inquirer's Handbook* accompanies the materials. This booklet offers suggestions and guidelines for using community resources to locate and gather information. Guidelines are included for the use of interviews and questionnaires and for using sources such as photographs, museums, maps, telephone books, and city and town offices.

Teaching Procedures

Inquiry is the primary strategy employed in *Teaching About the American Revolution.* The Teacher's Guide contains an introduction to each of the three sections in the form of an interview. Teachers may opt to share this with the students or use it only for their own information. Teaching strategies for each section are also discussed. In the first section students participate in a card sort exercise. Cards contain data on various aspects of community life, categorized under six headings. There are two cards for each heading, representing two different pre-Revolutionary communities. Students sort the cards into two sets to describe each community. They then write their own cards describing the values held by the people in each community. Following this exercise, students brainstorm helpful resources for investigating their own community. A variety of ideas for beginning a community study are given, including looking at old school books, reading gravestones, decoding tools, and analyzing old newspapers. The next section provides students the opportunity to work in small groups, analyze case studies, and practice decision-making skills. A role-play exercise is also included. The final section begins with a value-clarification exercise. Students then read one or all of seven biographies, considering the values expressed. After charting these values they observe and discuss similarities and differences. Finally, students write an additional biography, "illuminating values of the more recent past," by interviewing parents, grandparents, or other older people they know, or by writing about their own lives. The Teacher's Guide concludes with a helpful section on evaluation. This section includes strategies and sample instruments for evaluating classroom climate, conceptual learning, and small group learning, as well as for student self-evaluation.

Evaluative Data

The developers state that no formal field testing has been conducted on the materials in this unit. Informal feedback from teachers using the materials indicates they are pleased with the way in which the materials connect the past and present, and they find the suggested strategies for developing a community study helpful.

References

Nona P. Lyons, ed. "Teaching About the American Revolution." *Social Education.* Vol. 38 (February 1974)pp. 100-184.

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EDUCATION DEVELOPMENT CENTER, INC. March 15, 1976
SOCIAL STUDIES PROGRAM
EXPLORING HUMAN NATURE

Director:	Anita Gil
Project Address:	Education Development Center, Inc. (EDC) 15 Mifflin Place Cambridge, Massachusetts 02138
Publisher:	Project
Publication Date:	1973-75
Availability:	From project
Grade Level:	10-12
Subject Area:	Interdisciplinary

Overview

Exploring Human Nature is a secondary-level curriculum which integrates concepts from the biological and social sciences to give students insight into all facets of human behavior. Readings, films, simulations, and numerous activities which involve the students in group interaction and class discussion are designed to help students understand themselves, their society, and other cultures. The program's four units are based on various stages of human life: infancy, childhood, adolescence, and adulthood. Students are encouraged to use scientific methods in analyzing these four stages. Designed as a one-year course, the program can also be used in modular units.

Materials and Cost

Unit 1: *Origins of Human Behavior.*

Printed Materials Package: 30 student texts; 223 pp., 8-1/2" x 10", paperbound; simulation; Teacher's Guide, 171 pp., 8-1/2" x 11", paperbound $160.00

Film Package: 4 films
Super 8mm $375.00

Unit 2: *Childhood and the Community.*

Printed Materials Package: 30 student texts, *Childhood and the Community,* 92 pp., 8-1/2" x 10", paperbound; 30 student texts, *Anthropology of Cultures and Communities,* 119 pp., 8-1/2" x 10", paperbound; 30 student pamphlets, *Exploring Communities,* 10 pp., 8-1/2" x 10"; 1 picture essay; card-sort exercise, 5 sets; simulation, 15 sets; Teacher's Guide, 762 pp., 8-1/2" x 11", paperbound $240.00

Film Package; 3 films; Super 8mm $490.00

Unit 3: *Coming of Age: Managing Transitions.*
Printed Materials Package: 30 students texts; 176 pp., 8 1/2" x 10", paperbound; Teacher's Guide, 136 pp., 8 1/2" x 11", paperbound $ 140.00
Film Package: Choose 2 of 5 films
Super 8 mm $ 205.00

Unit 4: *The Individual in Society.* Printed Materials Package: 30 student texts; 174 pp., 8-1/2" x 11", paperbound $140.00
Film Package: 1 film; Super 8mm $115.00
Total Printed Materials Package: $520.00
Total Film Package: $1,120.00
All films are also available in 15 mm. Film rental service and alternative purchase plans are available

Required or Suggested Time

Exploring Human Nature is a one-year course comprised of four units. The program is also adaptable for modular use, each unit requiring an eight- to ten-week period for completion. For most effective use, the units should be presented in sequence because they focus on consecutive stages of human development.

Intended User Characteristics

The program was designed as a course for students in grades 10 through 12. Because of its interdisciplinary design, the program can be used in biology courses or in social science courses including anthropology, psychology, and sociology. The curriculum's diversity of content and methods of presentation makes it appealing to students of varying achievement levels and cultural backgrounds. Teachers using the program are required to present a variety of materials and employ several teaching methods.

Rationale and General Objectives

"*Exploring Human Nature* aims to help students understand the mainsprings of their behavior -- to trigger new insights into their own actions and feelings, to deepen their understanding of their relationship with their society, and to strengthen their sense of connection to people from other cultures." Integrating concepts from biological and social sciences, the program encourages students to view human nature from different perspectives. The developers believe that because human behavior follows orderly patterns, scientific methods should be employed to analyze aspects of behavior. Therefore, throughout the program students are required to employ methods of observation, data collection, and conclusion formulation.

Content

The four units of *Exploring Human Nature* offer readings, films, simulations, exercises, activities, and projects for examining different stages of human behavior. *Unit 1: Origins of Human Behavior* focuses on infancy and examines the link between human behavior and the biological evolutionary process. Studying basic behaviors such as anger, fear, and facial gestures, students explore the role behavioral adaptation plays in natural selection. The evolution of an imagined species and the role of physiology in natural selection

are simulated in "The Natural Selection Experiment." Study of universal relationships -- male-female, mother-infant, and father-infant -- leads students to consider reasons for the evolution of the human family. Four films help to illustrate the subject matter. *Unit 2: Childhood and the Community* examines childhood and the ways children are influenced by the social and learning environment in which they live. To explore these influences, students observe and interview members of their own community, experience aspects of life in a Tibetan village through simulation, and examine five very different cultural communities through films and case studies of the communities. In *Unit 3, Coming of Age: Managing Transitions,* psychologists, anthropologists, and sociologists discuss adolescence and compare adolescent behavior in American society with that in other cultures. Physical, emotional, and social transitions are depicted through case studies, stories, films, and narratives. Not only do students compare examples of adolescent behavior with their personal experiences, they are also encouraged to consider the implications and pressures of pending adulthood in their own and other societies. *Unit 4: The Individual in Society* takes a close look at adulthood, focusing particularly on the working community. Behavior is correlated with the social, political, and economic hierarchy in which all humans exist.

Teaching Procedures

Throughout the course, teachers are directed to use a number of teaching approaches. They are to promote group interaction and classroom discussion; facilitate exercises, activities, and simulations; teach scientific methods; and help integrate the interdisciplinary subject matter. Sufficient materials are provided to enable the teacher to conduct the course and handle the material effectively.

Evaluation

In 1974 questionnaires were distributed to a nationwide sample of students and teachers who had used the *Exploring Human Nature* program. Questionnaires were designed not only to assess student knowledge gain but also to elicit teacher, student, and classroom observer evaluation of and reaction to the program. Evaluation results will be published by May 1976.

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FOREIGN POLICY ASSOCIATION
INTERNATIONAL STUDIES IN ELEMENTARY AND SECONDARY SCHOOLS

March 15, 1972

Directors:	James M. Becker, now Director Social Studies Curriculum Center Indiana University
Project Address:	Foreign Policy Association 345 East 46th Street New York, New York 10017
Publisher:	Foreign Policy Priorities -- 1970-71; Modernization and Foreign Aid; Dissent, Democracy, and Foreign Aid; Naturalization of the Suez Canal Company, 1956; and Headline Series published by: Foreign Policy Association 345 East 46th Street New York, New York 10017 New Dimensions, published by: Thomas Y. Crowell Company 201 Park Avenue South New York, New York 10003 Great Decisions (prior to 1972) published by: Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210 Great Decisions (1972) published by: Holt, Rinehart & Winston, Inc. School Department 383 Madison Avenue New York, New York 10017
Publication Date:	1963-
Availability:	From publishers
Grade Level:	9-12 (Adults)
Subject Area:	Interdisciplinary Economics, Geography, History, Political Science, and Sociology

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Overview

The Foreign Policy Association, a 50-year old, non-profit and non-partisan organization, produces curriculum materials which are consistent with the overall goals of the organization itself. The materials are useful in assisting students and citizens to perceive the causes and implications of world events, the causes and implications of world events, analyze alternative solutions to major problems, understand meaningful concepts, and finally make informed choices. The total

program consists of a number of discrete products which can be used in a variety of ways. There are teacher resources and suggestions for classroom activities; a paperback book; two adult seminars which might possibly be adapted to school settings; a comparative analysis activity; and an annually published, eight-week course based upon the eight major world decisions of that year. All of the student material is extremely flexible and open-ended, and can be adapted to suit the needs of the teacher and students.

Materials and Cost

Great Decisions, "Nationalization of the Suez Canal Company, 1956", *Headline Series,* and *New Dimensions* are each 8-1/2" x 11" paperbound publications, ranging in price from $1.00 to $2.50. All the materials are inexpensive and may be purchased from the publishers listed above.

Required or Suggested Time

Five different kinds of material have been produced by the Foreign Policy Association. The seminar pamphlets, "Modernization and Foreign Aid" and "Dissent, Democracy and Foreign Aid"; the paperback book, *Foreign Policy Priorities--1970-71;* and the two series, *New Dimensions* and *Headline,* do not contain student materials. They are intended as resources for the teacher which can be utilized in the classroom according to the teacher's interests and preferences. Each *Great Decisions* pamphlet contains the eight major world decisions of each year and requires approximately eight weeks of class time. The developers state, however, that the topics do not need to be taught sequentially and can be used at the pace most appropriate for the particular classroom situation. "Nationalization of the Suez Canal Company, 1956" is a one-unit, comparative analysis activity which takes approximately three days to conduct.

Intended User Characteristics

The materials are suitable for average and above-average students in grade 9 and for average students thereafter, as well as adults. Because each of the issues is interesting and relevant, it is possible to adapt the materials for slow learners. The teacher should have a social studies background and be willing to do some background and be willing to do some background reading as suggested in the accompanying bibliographies.

Rationale and General Objectives

The members of the Foreign Policy Association feel that because an informed public opinion is essential to a healthy, well-functioning democracy, and because of the primacy of the United States in international affairs, it is the responsibility of the schools to assist students in gaining a knowledge and understanding of world issues and conflicts. Students should learn to assemble available information, appreciate assumptions which underlie divergent points of view and attitudes, deal with the concepts necessary to understand world events, analyze alternative solutions to problems, make rational policy choices, and be willing to participate in democratic decision making.

Content

Although the materials are diverse in scope, they all focus on an analysis of foreign policy problems. The two seminar pamphlets, "Modernization and Foreign Aid" and "Dissent, Democracy, and Foreign Aid," and the paperback book, *Foreign Policy Priorities -- 1970-71,* provide background factual data which can be used to supplement regular courses. *Headline* presents sample units as models which teachers may try in the classroom as well as analyses of various world events. *New Dimensions* contains social science research and its classroom implications.

The annually published *Great Decisions* pamphlets are organized around eight major foreign policy issues which are chosen for their importance, relevance, and suitability as analytical tools. All viewpoints are fairly represented and no normative comments are offered about opposing value positions. Topics for 1972 are Vietnam and After; Japan, the Common Market, and the U.S.; The Soviet Union and the U.S.; Chili's Marxist Experiment; Our China Policy; Poor Nations and Rich Nations; Guns and/or Butter; and Our Crowded World.

The short unit, "Nationalization of the Suez Canal Company, 1956," is a comparative analysis activity. Students discover that news articles differ considerably from editorials, that newspapers reflect cultural biases, and that readers perceive what they read according to their own prejudices.

Teaching Procedures

The instructional strategy of all Foreign Policy Association materials revolves around an inquiry-discovery approach in which students are presented background information, factual data, and different points of view about the issues under consideration. Students analyze the data, consider alternative solutions to the problems involved, and finally make rational policy decisions. Stimulating questions, debates, and group discussions are some of the techniques suggested with which the teacher encourages the students to seriously inquire into the complexities of world affairs.

Evaluative Data

Extensive evaluations have been conducted by the Foreign Policy Association; however, no information is available about the nature of the variables or the results.

References

Turner, Mary Jane, *Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies.* Boulder, Colo.: American Political Science Association, Center for Education in the Social Sciences at the University of Colorado, the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS Review Series No. 2), and the Social Science Education Consortium., Inc., 1970. pp. 119-121.

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INDIANA UNIVERSITY
SOCIAL STUDIES DEVELOPMENT CENTER
AMERICAN POLITICAL BEHAVIOR (APB)

March 15, 1977
Revised

Director	Howard D. Mehlinger, Professor of History and Education Indiana University John J. Patrick, Associate Professor of Education Indiana University
Project Address:	Social Studies Development Center Indiana University 513 North Park Avenue Bloomington, Indiana 47401
Publisher:	Ginn and Company 191 Spring Street Lexington, Massachusetts 02173
Publication Date:	1977 (revised edition)
Availability:	From publisher
Grade Level:	9-12
Subject Area:	Political Science

Overview

This newly revised edition of *American Political Behavior* (APB) reflects the intent of the developers to prepare a highly usable, yet conceptually sound, American government and politics program. The first edition of APB, which was developed under the auspices of the Social Studies Development Center with funds provided by the U.S. Office of Education, took nearly five years to prepare. It incorporated, as does this edition, the concepts, skills, and ways of thinking about social phenomena which characterize the social sciences. By bringing together "the behavioral *approach* to the study of politics and the knowledge acquired by political scientists who have used the behavioral approach," APB overcomes many of the criticisms which have been leveled at more traditional civics texts.

Materials and Cost

Student Text:

American Political Behavior. By Howard D. Mehlinger and John J. Patrick. 602 pp., 7-1/2" x 9-1/2", hardbound $8.95

American Political Behavior: Book I. (Units 1, 2 and 3) and *Book II* (Units 4 and 5), paperbound $4.50 each

Teacher's Guide: 143 pp., 8-1/2" x 11", 3-hole punched, loose-leaf, paper cover $6.45

Additional Materials:

Tests (Duplicating Masters):

Book I	$16.50
Book II	$26.50

Simulations. By Judith A. Gillespie.

City Hall	$8.60
Influence	$8.60

Four films. For information, write Xerox Films, 245 Long Hill Road, Middletown, Connecticut 06457.

Required or Suggested Time

APB was designed as a one-year program for grades 9-12; however, the basic textbook is presented in two ways. A hardcover text includes five units, while two paperbacks cover units one, two, and three and units four and five, respectively. Each of the paperbacks emphasizes different concepts and can stand alone as a one-semester course. The developers also suggest that it is possible to select from all five units to build a one-semester program. Individual lesson plans note the estimated amount of time required to teach the lesson.

Intended User Characteristics

The materials have been designed for students in grades 9 through 12 and have a reading level of approximately 9-10 on the Fry scale. Both the field-test version and first edition of the program were used successfully with students in city, suburban, and rural schools, across a variety of ability levels. The detailed Teacher's Guide provides ample direction, so no special teacher training is necessary.

Rationale and General Objectives

APB was designed as an alternative to traditional civics and government programs. The developers state that "it is an effort to make available to all citizens information and skills presently offered only to those who attend college." Among the many goals established for the program the following are the most important: "1) increasing student capability to perceive politically relevant experiences; 2) developing student capability to organize and interpret information; 3) developing student ability to determine the grounds for confirmation or rejection of propositions about politics; 4)developing student capability to formulate and use concepts, descriptions, and explanations about political behavior; 5) developing student ability to consider rationally value claims and to make reasoned value judgments; 6) influencing students to take scientific approaches to the verification of factual claims and rational analyses of value claims; 7) increasing student capability to assess the likely costs and rewards of particular types of political activities; 8) reinforcing democratic political beliefs such as respect for the rights of individuals, support for majority-rule practices, acceptance of civil responsibility, etc."

Content

The content of APB is based on basic behavioral science concepts -- such as culture, socialization, status, role, social class, and decision making -- which can enhance understanding of political behavior. The course seeks to bring these concepts into some logical relationship to each other; to translate them into terms high school students can understand; and to provide practice in their proper use by planning investigations through which the concepts are made

operational. The five major units of instruction are entitled: 1)Introduction to the Study of Political Behavior," 2) "Similarities and Differences in Political Behavior," 3) "Elections and the Behavior of Voters," 4) "Political Decision-Makers," and 5) " State and Local Decision-Makers."

Teaching Procedures

APB employs four basic categories of instruction, each of which has different purposes and requires different instructional techniques. In the first, "confrontation," students are presented with provacative material to focus their attention and to stimulate speculation and/or hypothesizing. During "rule example" lessons a variety of skills are used as students systematically inquire about pertinent data and test hypotheses. "Application" requires that skills and ideas previously acquired by applied to new data "to provide clues about the extent to which instructional objectives have been achieved." Reasoned value judgment in which students are encouraged to think normatively while they relate their judgments to an empirical context dominates "value judgment-policy decision" lessons. All of the support materials such as tranparencies and the worksheets, which are included in the appendix to the Teacher's Guide, and tests, which are available on duplicating masters, are important elements of the curriculum.

Evaluative Data

Students using the experimental version of APB and control groups in nine communities were tested to determine growth in political knowledge, political skills, and political attitudes. Experimental group students in all nine communities performed better than control groups on the Political Knowledge Test. The experimental group students in four communities performed very much better than control, slightly better in three communities, and about the same in two communities. The course had little or no impact on political attitudes. The published version of APB was revised to correct deficiencies which the field test suggested, and this revision edition reflects feedback from users.

References

1. Mehlinger, Howard D., and John J. Patrick. "The Use of 'Formative' Evaluation in the Experiemental Curriculum Project" in "*Research in Social Studies Education.*" *Social Education.* Vol. 35 (December 1971), pp. 884-87, 892.

2. Patrick, John J. "The Impact of an Experimental Course, 'American Political Behavior,' on the Knowledge, Skills, and Attitudes of Secondary School Students" in "Research in Social Studies Education." *Social Education.* Vol 36 (February 1972), pp. 168-179.

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GEORGETOWN UNIVERSITY LAW CENTER
NATIONAL STREET LAW INSTITUTE
STREET LAW: A COURSE IN PRACTICAL LAW

March 15, 1977

Directors:	Jason Newman, Director and Professor of Law Georgetown University Law Center
	Edward O'Brien, Deputy Director and Adjunct Professor of Law Georgetown University Law Center
Project Address:	National Street Law Institute 412 5th Street, N.W. Washington, D.C. 20001
Publisher:	West Publishing Company 170 Old Country Road Mineola, New York 11501
Publication Date:	1975
Availability:	From publisher
Grade Level:	9-12
Subject Area:	Legal Education

Overview

Street Law: A Course in Practical Law was developed by the National Street Law Institute under the auspices of Georgetown University. The project was funded by the Robert F. Kennedy Memorial and the Law Enforcement Assistance Administration. A National Advisory Committee of legal and educational experts oversees the implementation of the Institute's goals, which are providing legal technical assistance and developing legal education curriculum materials. *Street Law* originally was designed to be taught by law students in the District of Columbia public school system. The course content has been expanded and the materials are now nationally applicable and can be taught by teachers without formal legal training.

Materials and Cost

Student Text: *Street Law: A Practical Course in Law.* By Jason Newman and Edward O'Brien. 283 pp., 7-1/4" x 9-3/4", paperbound

1-9 copies	$5.95 each
10-99 copies	$5.50 each
100 or more copies	$5.00 each

Teacher's Guide: By Jason Newman, Edward O'Brien, and Lee Arbetman. 357 pp., 7-1/4" x 9-3/4", paperbound

1-9 copies	$5.95 each
10 or more copies	$5.50 each

Required or Suggested Time

Street Law is designed for use in a one-year course; however, teachers might choose to select certain chapters from this text and materials from other programs to create their own curriculum. Since the chapters do not build on each other, they can be used independently. For example, if a teacher wished to deal only with family law, he/she could use the chapter in this text as the basis for a minicourse on the topic. The text is flexible and, thus, lends itself to teacher ingenuity.

Intended User Characteristics

The publisher states that the materials have a 9th-grade reading level. According to a Fry Readability Scale analysis, the materials are designed for students with a high 8th-grade reading level. The concepts are complex enough so that the course would be most successfully implemented with average pupils at grade 9 or above. The publisher recommends use at the 11th or 12th grade for peak performance but states that the materials have been used successfully in junior high with above average students. Any rural or urban setting, regardless of its ethnic or socioeconomic composition, could adopt this program. While the teacher need not have special training, reading some of the suggested teacher resources in the Teacher's Manual would expand the teacher's legal knowledge. The Institute has provided teacher training programs or workshops on a selective basis. To successfully implement the materials, the community should be involved because resource people and field trips are important components of the total program.

Rationale and General Objectives

Because a study done by the U. S. Office of Education indicated that about one-fourth of the adult population was functionally illiterate with respect to their legal rights and responsibilities and that the youth of America exhibited a basic distrust of the legal system, the National Street Law Institute was conceived. The Institute established the following objectives: 1) to provide an understanding of practical law; 2) to develop a positive attitude toward the law; 3) to improve verbal, analytical, and critical thinking skills; 4) to decrease antisocial behavior by teaching "preventive law"; 5) to demonstrate various legal vocational possibilities; 6) to examine directly in a nonmoralizing manner moral and ethical values; 7) to sensitize lawyers and future lawyers to the social and legal difficulties of minority groups, youth, and inmates; and 8) to develop an awareness of an individual's rights and responsibilities.

Content

Street Law is initiated by an examination of the types of laws that exist, how laws are made, criminal and civil processes, how to select a lawyer, a brief introduction to basic Constitutional rights, trial procedure, and a chart on major federal agencies and their purposes. The chapters which follow deal with specific types of law: criminal law, consumer law, family law, housing law, individual rights law, and environmental law. The content is presented in a problem-solving and case study format. Some of the case studies are real, while others are hypothetical. A variety of types of cases are dealt with; thus, students can become familiar with everything from the small claims court to appellate court procedure. Diagrams and charts are provided where appropriate; for example, when the juvenile court process is explained. Actual lease and credit agreements are illustrated.

Black and white photos complement the narrative. The appendices provide a summary of the Constitutional amendments and are particularly applicable when studying the chapters which deal with criminal law and individual rights law. Also located in the appendices is a glossary of legal terms. A comprehensive index facilitates usage of the student text.

Teaching Procedures

For each chapter in the student text there are six headings in the Teacher's Manual: Instructional Objectives, Answers to Problems and Suggested Teaching Techniques, Mock Trials, Audio-Visual Aids, Bibliography, and Chapter Tests. Instructional objectives are stated in performance terms and can be used to focus the unit or to form a basis for later evaluation. The answers to problems sections were prepared by attorneys and provide legal information the teacher may not possess. The suggested teaching techniques are inquiry-oriented. Sample techniques are role playing (either spontaneous or planned), posing open-ended questions, dealing with Supreme Court cases in a variety of ways, field trips to legal and judicial institutions, guest speakers, and publishing a monthly *Street Law* newsletter. Mock trials are used extensively throughout the course. Teachers are given "points to remember," such as leading questions cannot be used in direct examination and witnesses may testify only to facts. These "points" can add authenticity to mock trials. A city-wide or school-wide mock trial competition with real judges presiding is suggested. The bibliographies contain both teacher and student resources for use in enrichment activities. Evaluation techniques include multiple choice, true-false, fill-in-the-blank, and other types of objective questions. Hypothetical legal situations which require that students know correct legal remedies and can express them well in essay form are also incorporated. These evaluative devices are only suggested and teachers may choose to develop their own.

Evaluative Data

In 1972 when the second- and third-year law students at Georgetown University began going into the District of Columbia public school system to teach legal education, they felt that no adequate materials existed to meet their instructional needs. Over the next few years the law students began to develop materials and to field-test them in their classes. In 1975 it was decided to make the materials available on an national basis. This text, *Street Law: A Course in Practical Law,* is an outgrowth of the materials tested in the D.C. area with certain additions to make the program nationally adoptable.

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LAW IN A FREE SOCIETY
CIVIC EDUCATION SERIES

March 15, 1978

Director:	Charles N. Quigley
Project Address:	Law in a Free Society 606 Wilshire Boulevard, Suite 600 Santa Monica, California 90401
Publisher:	Project
Publication Date:	Authority and Privacy, 1977 Justice, Responsibility, Participation, Diversity, Property, and Freedom, available at six-to-eight month intervals beginning Fall, 1978
Availability:	From publisher
Grade Level:	K-12
Subject Area:	Civics, Legal Education, and Political Science

Overview

The Law in a Free Society Civic Education Series, a project of the State Bar of California, consists of K-12 multimedia instructional units based on "eight concepts considered fundamental to an understanding of social and political life -- authority, privacy, justice, responsibility, participation, diversity, property, and freedom." The six instructional units within each of the eight concepts "progress sequentially in scope and treatment of the concept, as well as in terms of the skills taught and the contexts for student inquiry provided." Individual units are designed for grades K-1, 2-3, 4-5, 5-6, 7-9, and 10-12. In addition to the student materials, developed with funds from the National Endowment for the Humanities and the Danforth Foundation, Law in a Free Society offers a teacher training program and consultant services for those developing and organizing local programs. These activities are supported by the Law Enforcement Assistance Administration and the California Council on Criminal Justice.

Materials and Cost

Materials Package: 6 units per concept. For each unit: cardboard box, 13" x 16-1/4" x 3", contains 4 sound filmstrips; 4 cassette tapes; 30 Student Resource Books, 18-64 pp., 7" x 9-1/4" or 8" x 10", paperbound; Teacher's Edition, 47-114 pp., 11" x 8-1/2", paperbound.

Total Package: *Authority and Privacy*

Levels I and II (Elementary)	$ 75.00 each
Levels III and IV (Intermediate)	$ 88.00 each
Levels V and VI (Secondary)	$117.00 each

Additional Student Resource Books for all levels available in sets of 10. $6.50 - $ 12.50

Required or Suggested Time

The program is designed for integration into elementary social studies and humanities programs and secondary level elective courses. Teaching time takes from two weeks for lower level units to five weeks for secondary level units. Although greater reinforcement might occur if each unit were taught in its entirety, teachers might choose to teach individual lessons to enrich or expand their on-going programs. In this case, care would need to be taken to teach lessons in order as concepts and skills are developed sequentially.

Intended User Characteristics

Materials in the *Civic Education Series* can be used effectively by students of varying abilities in grades K through 12. The content, degree of difficulty, and interest levels correspond closely to grade level. While teachers of intermediate students might be able to use units designed for younger children, students in the lower grades would have difficulty with units much above their level. The filmstrips portray ethnic and racial groups and women in non-traditional roles insuring that the self-concept needs of these students are met. No special treacher training is needed; however, given the complex nature of the concepts, teachers should carefully read through the materials prior to using them with their students. A teacher training program is available for those with little experience or background in legal education

Rationale and General Objectives

The developers of these materials believe that constitutional democracy is dependent upon an enlightened and responsible body of citizens. As these attributes can best be attained in educational institutions, it is "the responsibility of the public schools... to maintain an environment in which there is respect for the dignity of human beings, legitimate authority, a rule of law including due process of law, equal opportunities for students to grow and develop, and open inquiry and degate." The materials are intended to promote this environment and develop in students: "(1) an increased understanding of the legal, political, and educational institutions of our constitutional democracy and the fundamental values, processes, and principles upon which they were founded; (2) the skills necessary to function as effective and responsible citizens in a free society under a rule of law; and (3) an understanding of and willingness to use democratic processes and procedures when participating in the making of decisions and management of conflict."

Content

The *Civic Education Series,* an interdisciplinary curriculum, is based upon eight concepts -- authority, privacy, justice, responsibility, diversity, freedom, property, and participation. These concepts are considered basis to an understanding of social and political life. The concepts, while admittedly abstract in nature, are used to provide an analytic framework for dealing with "specific political and legal problems related to an understanding of fundamental principles, processes, and values of a democratic political system." Thus far only materials on *Authority* and *Privacy* are available. The organizing questions of the *Authority* sequence ask students at each level to consider: "What is authority?" "How can

we use authority?" "What are some considerations useful in selecting people to fill positions of authority?" "What are some considerations useful in evaluating rules?" "What might be some common benefits and costs of authority?" and "What should be the scope and limits of authority?" In examining the first question, the differences between authority and power without authority are explored. The various sources of authority are also identified. Organization questions in the *Privacy* units are: "What is privacy?" "What factors might explain differences in privacy behavior?" "What might be some benefits and costs of privacy?" and "What should be the scope and limits of privacy?" One lesson in the Level I materials focuses on the possible benefits and costs of provacy. Students watch a filmstrip in which Jessica, a fish who generally stays in a school, spends time in her own private grotto. Among the benefits Jessica finds as a result of this are freedom and opportunity gor creativity. On the other hand, her friedns resent her behavior, Jessica is totally dependent upon her own resources for games, and she sometimes feels lonely. Jessica learns that she must pay a price for her privacy.

Teaching Procedures

The materials incorporate a variety of teaching activities, including directed discussion, role play, debate, skill-building exercises, and audiovisual presentations. The Teacher's Edition provides a rationale, general objectives, and a statement concerning the conceptual organization of the total curriculum as well as step-by-step procedures for conducting each lesson. Specific objectives are stated in behavioral terms. One lesson in *Authority, Level V*, asks students to read a case study in which a high school student government has decided to create a student court to deal with discipline problems. A student judge must be appointed. Following the reading, the class is divided into small groups, each representing a committee assigned the job of selecting a person to fill the position of student judge. Using the form provided and candidate profiles, each group lists the "duties, pwoers, privileges, and limitations of a student judge: and the characteristics a student judge should have; evaluates the candidates; and makes a selection.

Evaluative Data

Field test data assembled by the project indicate that the materials "seem to foster feelings of efficacy, self-esteem, tolerance of diversity, and a tendency to work within the rules of the game. Additionally, there is evidence that the analytic and evaluative skills developed are transferable to other subjects and to day-to-day life."

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INDIANA UNIVERSITY
SOCIAL STUDIES DEVELOPMENT CENTER
PEOPLE AND CIVILIZATIONS: A WORLD HISTORY

March 15, 1977

Developers:	John M. Thompson, Professor of History Indiana University Kathleen Hedberg Indiana University
Project Address:	Social Studies Development Center Indiana University 513 North Park Avenue Bloomington, Indiana 47401
Publisher:	Ginn and Company 191 Spring Street Lexington, Massachusetts 02173
Publication Date:	1977
Availability:	Textbook: From publisher Filmstrips: Centron Educational Films 1621 W. 9th Street Lawrence, Kansas 66044 Simulations: History Games Company R.R. #9 - Box 232A Bloomington, Indiana 47401 The filmstrips and simulations may also be obtained by writing to the authors at the project address.
Grade Level:	9-12
Subject Area:	World History

Overview

People and Civilization is a program designed and developed by a group of teachers, social scientists, and historians at Indiana University. Funded by the United States Office of Education and the National Endowment for the Humanities, it endeavors to introduce students to the toal human experience in a global perspective. The major program objective is to "revitalize interest in the broad sweep of past human experience." Designed for a year-long world history course at the high school level, the material seeks to actively involve the pupils in the learning process by employing a variety of original and secondary source readings, art reproductions, maps, illustrations, simulations and games, and filmstrips. Ten major themes, each comprising one unit of study, provide the organizational framework for the text.

Materials and Cost

Student Text: *People and Civilizations: A World History.* By John M. Thompson and Kathleen Hedberg. 719 pp., 7-1/2" x 9-1/2", hardbound $9.95

Teacher's Guide: 312 pp., 8-1/2" x 11", paperbound $5.70

Additional Materials:

Unit paperback: *Islamic Civilization.* By John M. Thompson and Kathleen Hedberg. 60 pp., 7-1/2" x 8-1/2", paperbound $1.45

Teacher's Guide: 30 pp., 8-1/2" x 11", paperbound $1.15

Filmstrip Kits: Vinyl Case, 7-1/2" x 9-1/2", each contains 5 filmstrips, 5 cassettes, Teacher's Guide:

Beyond Europe. $82.50

The European Experience. $82.50

Simulations: Envelope 9" x 12", contains instructions, game components; titles as follows:

The Nomad Game.	$ 3.00
The Manor Game.	$ 3.50
The Social Mobility Game.	$10.50
The Industrialization Game.	$15.50
Set of Four:	$27.50

Required or Suggested Time

The program was developed for use as a one-year course in world history and consists of ten study units, each designed for approximately three weeks of work. Since teachers are free to select materials which best serve student needs and to insert lessons of their own, the time for each unit may vary considerably. The units are organized in a rough chronological sequence, and teachers are encouraged to follow this order.

Intended User Characterstics

The authors and publisher state that the materials are appropriate for most high school students. A Fry readability rating at the 7th-grade level supports this contention and indicates that pupils of varying abilities should be able to use the program. Teachers using this material should feel comfortable with activity-oriented teaching. Although special teacher training is not necessary, a thorough understanding of world and European history would be beneficial.

Rationale and General Objectives

The authors' main objective is to introduce the student to the total human experience within a global perspective. With this in mind, five basic goals relating to the "challenge of improving the teaching and learning of world and European history at the secondary school level" have been stated.

Content

This text has been organized on the premise that all of world history cannot be "covered" in one academic year. The program builds on the concepts and key issues of ten vital historical themes. The themes are: "Early Peoples and Civilizations," "Classical China and Classical Greece," "Peasants and Warriors in Medieval Europe and Japan," "Islamic Civilization," "The Rise of Europe," "The World and

the Expansion of Europe," "Revolutionary Ideas in the West," "The Industrial Revolution," "Nationalism and Imperialism," and "Social and Political Order in the Modern World." Two criteria were used in selecting these themes: "those which continue to influence our lives today, and those which help students to organize and clarify the varieties of past human experience." A global and comparative approach is used to deal with the content. In some instances direct comparisons are made between Western and non-Western cultures, while in other cases a concept is developed and applied to a number of world regions.

Teaching Procedures

The teaching procedures have been designed with certain assumptions in mind. The first assumption is that "students learn best when they are actively involved in the learning process." Thus narrative exposition is minimized, and materials and activities are written with this in mind. The pupils are encouraged to "analyze issues, draw conclusions, form hypotheses, and make value judgments." Second, the authors believe that "student relate better to personalized history and to individuals in the past than they do to generalizations and abstractions." Personal vignettes are included in each unit on the well-known and the unknown, from Tito and Newton to Ricci and Yoritomo. The second learning assumption is that "students learn more by relating social and political behavior to corresponding creative, spiritual, and artistic human activity." As they examine the artistic achievements of Western and non-Western cultures, pupils are asked to analyze how people in the past tried to solve issues and problems that confronted them. This forces the students to distinguish between facts and to make value judgments. Finally, the authors feel that historical and intellectual skills can best be learned using a step-by-step process. Skills are introduced and students are asked to apply them to later historical situations. Personal stories, role-playing activities, small group activities, handouts, and pictures are employed. The Teacher's Guide spells out the objectives and teaching strategies for each unit and lists additional resources.

Evaluative Data

These materials were taught and tested in 30 pilot schools throughout the nation using a cross-section of 9th- to 11th-grade students. The achievements of an experimental group of students were compared with those of a central group taught with conventional world history materials. Based upon the evaluation of the prototype materials, revisions were made for this published version.

References

Mehlinger, Howard D. and John M. Thompson, eds. "The Teaching of World History." *Social Education*. Vol. 39 (October 1975), pp. 358-385.

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B. TEXTBOOKS

The following textbooks described include a sampling of relatively widely used textbooks in teaching the basic required courses in World History, U. S. History and Government, and the more commonly offered specialized elective courses dealing with various disciplines and subjects based in history and the social sciences.

AMERICAN DREAM, THE — March 15, 1977

Author:	Lew Smith, Social Studies Teacher John Dewey High School Brooklyn, New York
Publisher:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
Publication Date:	1977
Availability:	From publisher
Grade Level:	10 - 12 (7 - 9)
Subject Area:	American History

Overview

In *The American Dream,* the author surveys United States history by investigating the values and ideals which have motivated Americans since the founding of the country. Although the text supplies a chronological narrative of major historical events, the heritage of the American people is emphasized through the use of primary source documents, songs, charts, posters, cartoons, diaries, comic strips, poetry, literature excerpts, bibliographies, and autobiographies. In addition to its pleasant narrative style, the text is distinguished by the variety and breadth of its illustrations. The many activities suggested in the extensive Teacher's Handbook allow students to become involved in investigative situations which guide them toward an understanding of the promise and vision of America -- past, present, and to some extent, future. Slower readers are aided by the large bold print, the single column format, and by the definition of difficult terms included within the narrative.

Materials and Cost

Student Text: *The American Dream* By Lew Smith. 720 pp., 8" x 10" hardbound	$10.50
The Student text is also available in 4 paperbound volumes, each 8" x 10", title as follows:	
Vol. 1, *Origins*. 200 pp.	$ 3.50
Vol. 2, *Changes*. 180 pp.	$ 2.88
Vol. 3, *Challenges*. 252 pp.	$ 4.08
Vol. 4, *Visions*. 108 pp.	$ 1.80
4 volume paperbound set, 8" x 10"	$11.40

Teacher's Guide: *The American Dream*. By Lew Smith. 240 pp., 8" x 10", paperbound $ 4.20

Additional Materials: 80 activity worksheet duplicating masters, master form 8" x 10" $21.00

Required or Suggested Time

The materials are intended to provide the basis for a one-year American history course for average high school students. Each of the 16 units is divided into approximately eight, one-period lessons which are discussed in detail in the Teacher's Handbook. Guidelines for adjusting the teaching time to specific time schedules, interests, and class ability are included in the Lesson Development section of the Teacher's Handbook. Teachers are directed to select certain lessons and activities as homework assignments if they have less class time available for the unit and are offered additional focus questions and activities if they have more time. Supplemental activities requiring additional time are also provided for each lesson.

Intended User Characteristics

Although the grade level is not indicated in the materials, the student text has been edited so that the reading level is 7th to 9th grade. However, the materials are intended for the average high school class and are sufficiently sophisticated and challenging to be of interest to students in grades 10 through 12. The analysis and synthesis skills demanded of students are nonspecific enough to allow for differences in grade level and class ability. No special teacher preparation is necessary, as the Teacher's Handbook offers specific directions to the inexperienced teacher as well a new ideas for experienced teachers.

Rationale and General Objectives

The author intends that students using *The American Dream* will not only understand the political and economic development of the American nation but will also better understand and appreciate its social history. The text is designed to encourage students to study United States history by studying the vision and effects of the "American Dream." This dream is defined as a generally-held ideal of America as a land of infinite promise where Americans of all kinds, in all times, can fulfill their individual dreams and participate in the collective vision. The materials emphasize the values of Americans: What have the people valued in the past? What do they seem to value today? What are Americans all about? What are their life-styles, attitudes, and outlooks? Most importantly, what is the heritage of the American people? The author's goals are to a) provide a comprehensive course in American history, b) foster in students an appreciation of the American heritage, and c) promote growth in the skills needed for effective participatory citizenship. The author seeks to challenge students to compare the present with what has happened before - to appreciate history as both a record of the past and as an indicator of the future. The unit lessons and the unit tests for the readings aim at developing three types of skills appropriate to the needs of high school students: 1: communication skills, including artistic, oral and written expression, and vocabulary development; 2) social studies skills, including analyzing, evaluating, interpreting, predicting, and making value judgments; and 3) critical thinking skills, including forming hypotheses, gathering, organizing, and interpreting data, and drawing conclusions.

Content

The 16 units in *The American Dream* present a combination chronological and thematic treatment of American history from "Becoming a Nation" to "The Future." For example, units 1 through 4 present a chronological, historical overview from the meetings of Native Americans with the earliest explorers through the Reconstruction period; the theme of expansion is highlighted in these units. Units 5 through 8 cover the late 19th and early 20th centuries and emphasize westward expansion, industrialization, immigration, and overseas expansion. Units 9 through 13 discuss the period from the 1920s through the 1960s in chronological fashion, whereas units 14 through 16 are thematic in the sense that they deal with the current American scene and present a brief look into the future. Each unit begins with an introductory statement and a full-page illustration supporting the unit introduction. Next a brief outline of the unit's content is presented. The main body of each unit is made up of two parts. First, the "narrative sections" which provide chronological, narrative, factual text relating to the time periods covered in the units and second, "readings" which present selections from documents, American literature, art, songs, charts, maps, historical interpretations, and primary sources. One of the readings in each unit is called an "Americanistic," which combines the words "American" and "characteristic." Each of these highly pictorial, four-page special features reveals a particular ideal, belief, or value that has been attributed to the American people. Each unit ends with a section entitled "Exploring Further" which consists of a variety of review, application, and assessment exercises. A unit test to review the main points of the unit and reinforce historical terms is presented as the concluding activity.

Teaching Procedures

Since the major objective of *The American Dream* is to develop student understanding of the values of Americans, the teaching mode requires the teacher to function as a facilitator of the wide range of suggested activities. The Teacher's Handbook provides explicit instructions for each lesson, including text pages to be covered, a focus question and simple motivational activity for the lesson, a step-by-step set of suggestions for lesson development, objectives, additional teaching suggestions, guidelines for adjusting the teaching time, and answers to the "summing up" questions. Following the last lesson plan in each unit is a variety of additional teaching strategies. Included here are recommendations for literature and films, affective activities, games further readings, and answers to the end-of-unit material. In the Reference section of the Teacher's Handbook are 40 special readings which are intended to be reproduced for class distribution with certain specified lessons. Also included in this section are the instructions and forms needed to present the three games and simulations described in the Handbook. The Reference section continues with a representative list of literary sources used in *The American Dream* and ends with a four-page questionnaire that users of the program are invited to fill out and return to the publisher.

Evaluative Data

This textbook was tried out by the author's social studies students at John Dewey High School in Brooklyn, New York, and has also undergone informal field testing at schools in North Carolina and Illinois. No specific data on the field-test results are available.

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AMERICAN ADVENTURES October 15, 1976

Developer:	Scholastic Book Services
Publisher:	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632
Publication Date:	1970, 1975
Availability:	From publisher
Grade Level:	7-12
Subject Area:	American History

Overview

The *American Adventures* program, specifically designed for students in grades 7-12 who have reading and communications problems, consists of four multimedia units. Materials available for each unit include a student text, a Teacher's Guide, a set of duplicating master skill lessons, and a set of four sound filmstrips with cassettes or records. The four units constitute a basal one-year American history course. They can also be used to supplement other curriculum materials. Although each unit treats a chronological time period in American history from early colonial times to the present, the content is thematically organized. The materials focus on social history and the interaction of people and events, using short, dramatic chapters, abundant illustrations, and thematic photo essays to present information.

Materials and Cost

Student Texts: 4 books, each 6" x 9", paperbound, titles as follows:

A Nation Conceived and Dedicated: 1620-1860.
By Corinne Hoexter and Ira Peck. 192 pp.

Old Hate--New Hope: 1860-1914.
By F. Louis Friedman and Ira Peck. 192 pp.

Between Two Wars: 1914-1939.
By F. Louis Friedman and Ira Peck. 176 pp.

Yesterday, Today, Tomorrow: 1939-Present. 2nd rev.ed., 1975. By Florence Epstein. 176 pp. $2.40 each

Teacher's Guides: 4 separate Teacher's Guides with same titles as student texts, each 64 pp., 6" x 9", paperbound $2.50 each

Additional Teaching Materials:

Set of 33 to 38 duplicating master lessons, 8-1/2" x 11", for each student text $9.95 per set

Audio-visual kits: 4 cardboard boxes, 12-1/2" x 14-3/4" x 3", with same titles as texts, each contain: approximately 95 frames each; 4 cassette tapes or 33-1/3 rpm records; and 1 Teacher's Guide, 40 pp., 8-1/2" x 11", paperbound $69.50 each

Required or Suggested Time

The complete program comprises a basal one-year American history course for grades 7-12. However, each unit can be used independently either as a four- to six-week minicourse or as supplementary material for slow readers. Each of the thematically organized units covers a chronological time period, so selected components can be used to supplement study of particular topics or time periods.

Intended User Characteristics

The student texts and multimedia materials are designed for students with reading and communications difficulties. The text reading difficulty increases from Volume 1 to Volume 4 but averages 4th- to 6th-grade level throughout. The other materials are also designed to appeal to less verbal students who are difficult to motivate. Balanced attention is given to Americans of various origins, particularly black Americans and women. No special teacher training is required to use the program, although familiarity with active inquiry is desirable. Teachers who are experienced with skills-handicapped students may modify the lessons, but day-by-day lesson plans are provided for those less experienced.

Rationale and General Objectives

The *American Adventures* program is based on the premise that reluctant learners -- those students with reading and communications problems -- can be motivated by mature, high-interest, easily mastered, multimedia materials. Developers of these materials believe that traditional American history materials are often formidable and frustrating to students who are reading two or more years below their grade level. By emphasizing personalities and events, they have designed *American Adventures* to "focus on the 'here and now'," an approach they believe will motivate low-achieving students to succeed. Although student performance objectives are not specified, the program is designed to: 1) provide success experiences, 2) increase the students' awareness of the relationships between history and personalities, 3) develop and improve communication and interpretation skills, 4) promote self-expression, and 5) foster a deeper understanding of the problems inherent in a pluralistic society. Both the written and visual materials are intended to encourage active inquiry by students.

Content

All four texts and corresponding multimedia materials deal with the personalities and events of a given chronological period. The program is not intended to cover the entire panorama of American history; instead a thematic approach has been used. Each chapter is a self-contained episode written in an easy-to-read, narrative style. These chapter episodes are based primarily on personalities or main characters with whom the students can identify. For example, *Volume 1, A Nation Conceived and Dedicated: 1620-1860,* includes chapters like "So Wise A Ruler: William Penn," "Haym Salomon," "She Ran A Railroad: Harriet Tubman," and "Freedom Fighter: Frederick Douglass." The narratives begin with the personalities of these real people, then deal with the issues and events that concerned them. The other volumes follow the same content pattern, using short storeis and -bundant visuals to interest students in the people who have made American history. *Volume 2, Old Hate--New*

Hope: 1860-1914, includes chapters like "A Civil War Hero: Robert Smalls," "A Senator from Mississippi: Blanche K. Bruce," "Edison 'Bottles' Light, and a chapter called "Into the Air Age" about Wilbur and Orville Wright. *Volume 3, Between Two Wars: 1914-1939,* includes chapters:"Africa, Land of Our Fathers," "Were They Innocent?: Sacco and Vanzetti,: "First Lady: Eleanor Roosevelt," "The Brown Bomber: Joe Louis," and "The 'Kingfish': Governor Huey Long." *Volume 4, Yesterday, Today, Tomorrow: 1939-1970,* includes chapters titled "Blitzkrieg," "FDR's Last Days," "Nixon," "Patriot or Fraud: Senator McCarthy," "Martin Luther King," and "What's Ahead?" Although the texts and filmstrips deal with conventional American history subject matter, they do so by focusing on the people of America, from the American Indians to the Dust Bowl Oakies, to the men on the moon. Added emphasis is given blacks and women. End-of-chapter questions have been purposely omitted and replaced with duplicating master skill lessons so that students can work through the content at their own pace.

Teaching Procedures

While the program designers have purposefully provided flexibility, they also recognize that skill-handicapped students require a certain amount of structure. Accordingly, the materials were designed with a four-step teaching plan: 1)motivation, 2) daily reading assignments, 3) discussion, which is described as the "heart of the *American Adventures* program," and 4) evaluation and mastery. The materials are suitable for individualized instruction; students can read, listen to, and view the materials at their own pace and complete personal copies of the skill lessons as they progress. The teacher's function is to guide students through activities that are interesting and relevant, to lead discussions, and to facilitate student inquiry. The Teacher's Guides contain discussion topics, activity-oriented classroom projects, additional background material, and day-to-day lesson plans.

Evaluative Data

Although there is no statistical evaluative data available, the publisher pilot-tested and subsequently revised the original text material. Teacher feedback has resulted in two revisions of the program.

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AMERICA! AMERICA! March 15, 1977

Authors:	L. JoAnne Buggey, Consultant Gerald A. Danzer University of Illinois, Chicago Circle Charles L. Mitsakos Social Studies Coordinator/Consultant Chelmsford, Massachusetts C. Frederick Risinger Coordinator for School Social Studies Indiana University
Publisher:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
Publication Date:	1977
Availability:	From publisher
Grade Level:	7-9
Subject Area:	American History

Overview

America! America! is a United States history textbook written specifically for junior high school students. Before writing the text, the authors asked junior high school teachers in personal interviews and an opinion survey what teachers thought should be included in a text for students in grades 7-9. The authors also examined the specific needs and interests of students at this level. The result is a chronological treatment of United States history, written at the 5th- to 7th-grade reading level which emphasizes the people who contributed to the history of our country. The chapters are short and well illustrated with numerous color photographs, sketches, maps, charts, and cartoons. Poems, folk tales, excerpts from letters and diaries, and other primary source materials enliven the text. The major teaching strategy is small and large group discussion based on textbook readings. Students are also involved in many additional activities including role playing, debates, art activities, writing, and library research. The components for the one-year program include a hardbound student text, an Annotated Teacher's Edition which outlines specific teaching methods and contains many ideas for activities, and duplicating masters of additional activities and unit tests.

Materials and Cost

Student Text: *America! America!* By L. JoAnne Buggey et al. 704 pp., 8-1/4" x 10-1/4", hardbound	$ 9.60
Teacher's Guide: By L. JoAnne Buggey et al. 768 pp., 8-1/4" x 10-1/4", hardbound	$10.50
Additional Student Materials: Duplicating Masters (Activities and Test Booklet). By L. JoAnne Buggey et al. 113 pp., 8-1/2" x 11", softbound	$27.00

Required or Suggested Time

The textbook can be used as the basis for a year-long course in United States history. Each of the text's 50 chapters is broken down into two or three sections, each containing one day's work or one day's assignment. Class activities and research topics suggested in the Teacher's Annotated Edition can be assigned at the teacher's discretion.

Intended User Characteristics

The authors wrote this textbook specifically for junior high school students. Using the Dale-Chall formula, the publisher indicates that the reading level is 5th to 7th grade. The human interest emphasis, the short chapters, the generous use of visuals, the varied teaching methods, and the many optional activities make the text suitable for junior high students of varying abilities. The text can also be used with slow learners at the high school level. No special teacher training is necessary.

Rationale and General Objectives

America! America! was written with both the specific needs and abilities of junior high school students and the time and resources of the teacher in mind. The developers of the text asked 2500 junior high school teachers, in personal interviews and in an opinion survey, what the teachers thought should be included in a U.S. history text for students in grades 7-9. The developers also considered the interests of and the skills needed by junior high school students. Using this information, they developed a high-interest text which features easy reading materials emphasizing people. To pique students' interest, the authors have included letters, stories, humorous articles, songs, poems, and other primary sources which describe how people lived, worked, and played in the past. To enliven political and economic history they have included many first-hand accounts. They have made lessons short, varied the teaching methods, and used many color photographs, paintings, maps, and cartoons to provide a strong visual impact. The authors think that by using this textbook students will 1) "gain a general overview of United States history"; 2) be motivated "to study the subject further"; and 3) develop "a sense of pride in the American past."

Content

The text consists of 50 short chapters organized into 13 units, each of which covers a major historical period. The treatment is chronological, and the emphasis is on people and social history. In Unit 1, "The First Americans To 1500," students learn about the "land-bridge" theory of American settlement and the cultures of the

native American tribes. Unit 2 focuses on the early explorers, the reasons for colonization, and colonial ways of life. Unit 3 includes the study of the French and Indian War and the American Revolution, the major features of the Constitution, and the formation of political parties. The Indians of the Great West, reasons why people settled in the Old Northwest and the Old Southwest, the expansion of the West, and conflicts which led up to the War of 1812 are dealt with in Unit 4. Unit 5 treats "The Early National Period/1815-1850." Different ways of life, the further establishment of the supremacy of the federal government, reform movements, and the concept of Manifest Destiny are studied. This is followed by a close look at slavery and the Civil War in Unit 6. Unit 7 explores technological change from 1876-1900, examining three developments -- inventions, the transcontinental railroad system, and the labor movement. In Unit 8 students study what life was like in the new cities and how the cities were governed. The roles played by miners, cattle ranchers, and farmers in western frontier development are discussed in Unit 9. "Politics and Foreign Policy/1876-1920" are dealt with in Unit 10. American expansionism, the Spanish American War, the Progressive Movement, and the causes and events of World War I are treated. In Unit 11, students examine the new life-style of the twenties and the Great Depression. Unit 12 deals with World War II and post-war foreign policies. The final unit covers the fight of minorities in the U.S. for equal rights, the Cuban Missile crisis, assassinations, the Vietnam War, and Watergate.

Teaching Procedures

The student is expected to read the textbook, analyze the photographs, maps, charts, and cartoons, and discuss the materials in large and small group discussions. Questions to help students "think about it" are interspersed throughout the text. At the end of each chapter several teaching aids are included. There is a chapter summary, a series of questions at varying levels of understanding to help students test their own progress, and suggested activities for skill development. In addition to class discussions, students are involved in many individual and small group activities. For example, they pretend to be French fur traders and write a descriptive letter home about life in North America; present a program of colonial music; make murals showing major Indian groups and their characteristics; develop a timeline covering the last half of the 19th century; write an editorial either for or against American neutrality in the late 1930s; prepare eyewitness accounts of the battles of Lexington and Concord from either an American or British point-of-view; and do research on topics such as national pressure groups today, corruption in political life, and the history of cattle towns. The Teacher's Annotated Edition outlines specific teaching procedures. An overview, objectives, questions for stimulating class discussion, ideas for class activities and research, and exercises to evaluate objectives are provided for each chapter. Unit-by-unit bibliographies of additional student and teacher materials are also included. The Duplicating Masters contain class activities as well as unit tests.

Evaluative Data

The published version of *America! America!* has not been field tested. During the development period, various lessons were tested with junior high school students of low-average to average ability. Many of the revisions in the final version are based on these field trials.

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GRAND EXPERIMENT, THE:
THE CALL OF FREEDOM
THE PROMISE OF DEMOCRACY

Authors:	Henry F. Graff and Paul Bohannan
Publisher:	Rand McNally & Company Box 7600 Chicago, Illinois 60680
Publication Date:	1978
Availability:	From publisher
Grade Level:	8-12
Subject Area:	American History

Overview

The Grand Experiment consists of two volumes focusing on the American experience from early Native American cultures through the Civil War and from the late 1800s to the present. Each volume is designed for a year-long course at the junior or senior high level. At the junior high level, the books are useful with average and above average students, while at the senior high level, students with below-average to average learning abilities can use the books. The authors hope to involve students in the American experience by presenting many primary and secondary sources which give students a better understanding of the impact of historical events on ordinary people. A variety of activities for students of varying abilities are included.

Materials and Cost

Student Texts: *The Call of Freedom* and *The Promise of Democracy*. 708 and 752 pp., 7 1/2" x 9 1/2", hardbound	$10.68 each
Teacher's Editions: 772 and 806 pp., 10 1/4" x 9", paperbound	$15.00 each
Additional Materials for each title:	
Workbook. 126 pp., 8 1/2" x 11", paperbound	$ 2.43 each
Teacher's Edition of Workbook	$ 2.43 each

Required or Suggested Time

Each text provides materials for a year-long course. They may be used independently, or sequentially as a two-year program. Chapters within the texts require one to two weeks to complete. It is suggested that teachers read all teaching notes for a chapter before proceeding, as many of the activities may take most of a class period.

Intended User Characteristics

The Grand Experiment may be used in either junior or senior high American history courses. A reading analysis based on the *Fry Graph for Estimating Readability* showed both texts to be at the 8th-grade reading level. Activities for reinforcement, building basics, and advanced work make the texts suitable for use with students of varying abilities. The texts are also well suited for use with women and ethnic minorities, as the roles of these groups are covered extensively and well integrated into the text. No special teacher training is required.

Rationale and General Objectives

The overall objective of these materials is to prepare "young Americans to live responsibly and productively in a rapidly changing world." Among the general aims of the texts are the following: "to foster an appreciation of the many individuals and groups that have contributed to the development of American culture;" "to show how the American system of government works to protect the rights of the individual and to promote the general welfare"; "to describe the impact of industrialization and urbanization on individuals and groups at various times in the history of the United States"; "to foster an understanding of the economic system that has made it possible for Americans to enjoy one of the highest standards of living in the world"; and "to encourage the development of critical thinking and study skills needed if democratic institutions are to survive." In addition to these general objectives, specific objectives are set forth for each chapter. In the first volume, these fall into three categories: understandings, cognitive objectives, and skill objectives. Objectives in the second volume fall into four categories: concept development, development of generalizations, identification of points of view, and skill development. The materials are intended to teach skills such as making comparisons; classifying, analyzing, and interpreting data; forming hypotheses; communicating ideas; and interpreting maps.

Content

To help students gain insight into American history numerous primary and secondary sources are liberally interspersed throughout the narrative of *The Grand Experiment*. These include historic paintings and photographs, maps, letters, poems, speeches, and excerpts from journals and diaries. Folk tales, legends, and songs are included occasionally as well. For example, following the chapters on the early cultures of Native Americans, several Native American chants and pictures of masks are presented. From studying these, students speculate about the values, beliefs, cultures, technology, ways of making a living, and locations of the people who made and used them. Each text consists of five units of four to six chapters each. *The Call of Freedom* traces the history of the American people from prehistoric times through the United States' first 100 years. Part One examines various cultures of Native Americans and describes early European explorations to the New World. Part Two focuses on colonization and colonial life. In the third part students learn about the conflicts leading to the Revolutionary War and about the early years of the Republic. In Part Four, students study various aspects of American life in the 1830s and 1840s. Part Five details economic, social, and political causes of the division between North and South. *The Promise of Democracy* focuses on American history from the late 1800s through the election of President Jimmy Carter. The first part examines the impact of technology on the American economy and the environment. Part Two describes American expansion from the 1840s to 1914, including the effects of expansion on the people of the territories claimed by the U.S. In Part Three students learn about the efforts workers have made to improve working conditions from the 1840s to the present. Part Four examines the effect on government of economic and social developments of the late 1800s through the 1930s. It also details the role of the United States in world affairs from the 1920s through the mid-1970s. Finally, Part Five focuses on the impact of technological innovations on the way individuals live and work. Emphasis is given to the effects of changes on education, work, government, and community life.

Teaching Procedures

The Teacher's Editions provide unit and chapter overviews, behavioral objectives, suggested strategies for achieving objectives, bibliographies for students and teachers, and chapter tests consisting of multiple choice, short answer, and essay items. In addition, marginal notes offer background information, possible answers to questions raised, and various activities. The activities are generally of three types: reinforcement, skill-building, and advanced. These activities and the "Workshops" concluding each student chapter involve students in discussions, debates, making charts and graphs, role playing, research projects, small group work, making comparisons, and story telling, to name a few. In one activity students are to write a newspaper account of the battles at Lexington and Concord or draw a battle plan of the conflicts; in another they hold a mock Republican convention at which delegates place the names of Lincoln and Seward in nomination. The workbooks include reinforcement and skill-building activities.

Evaluative Data

According to the publisher, these materials were field tested prior to publication. However field-test data are not generally available.

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HISTORY OF A FREE PEOPLE

Authors:	Henry W. Bragdon and Samuel P. McCutchen
Publisher:	Macmillan Publishing Co., Inc. 866 Third Avenue New York, New York 10022
Publication Date:	1978
Availability:	From publisher
Grade Level:	11-12
Subject Area:	American History

Overview

History of a Free People is a one-year United States history textbook written for advanced senior high school students. The authors' intent is to make students aware of the ideals on which the true and lasting greatness of the United States rests. Students are primarily involved in classroom discussion based on the textbook readings. The annotated Teacher's Edition suggests ways to use the text in courses organized by chronology, topics, or concepts and generalizations; gives suggestions for developing reading skills, essay-writing skill, and questioning skills; and provides tips for using the various teaching aids in the textbook, such as the "Data Labs" and the "Vignettes" of important American personalities.

Materials and Cost

Student Test: *History of a Free People*. By Henry W. Bragdon and Samuel P. McCutchen. 834 pp., 7 3/4" x 9 1/4", hardbound	$11.76
Teacher's Annotated Edition: Annotated by Verna S. Fancett. 866 pp., 7 3/4" x 9 1/4", hardbound	$12.51
Additional Materials: Workbook. By Albert C. Ganley. 222 pp., 8 1/4" x 11", paperbound	$ 2.97
Teacher's Edition of Workbook.	$ 3.25
Tests. By Marvin L. Jaegers. 156 pp., 8 1/4" x 11", paperbound	$ 2.22
Answer Key to Tests. 11 pp.	$ 1.23

Required or Suggested Time

The materials are intended to provide the basis for a one-year United States history course. The text's nine parts are divided into 34 chapters. If each chapter is to be covered, approximately one week per chapter should be allowed. The Teacher's Edition suggests teachers may want to emphasize certain periods, spending more time on some chapters than others. Because there are no suggested lesson plans, teachers must set aside time for preparing their own.

Intended User Characteristics

This text is appropriate for senior high school students. The reading level, according to the Fry readability formula, is grade 12 through college. To do well in the program, students would have to be above average readers. The text is not appropriate for slower students; it is not a colorful text, and little emphasis is placed on classroom activities. No special teacher training is necessary. However, the ability to facilitate classroom discussion is a must.

Rationale and General Objectives

In asking the question, "What ideals has this country preached and tried to practice?," the authors have identified ten "outstanding characteristics of 'Americanism' "which have made this country a desirable place to live from colonial times to the present. These characteristics are: Economic opportunity; wide participation in politics; belief in reform rather than revolution; a mobile population; a relatively high position and freedom for women; belief in education and widespread educational opportunity; concern for the welfare of others; tolerance of differences; respect for the rights and abilities of the individual; and world-wide responsibility. The authors want students to understand that while these ideals have helped to form our system of values, they are not exclusive to the United States nor have they been completely realized. The text shows that the United States has made mistakes, but that, taken as a whole, our history has been a "bold and exciting experiment, an attempt to found a new society on faith in human intelligence, human freedom, and a human community." It is the authors' hope that students will come to understand that the future success of the Unites States depends on their intelligence, good will, and sense of responsibility.

Content

History of a Free People is a chronological treatment of United States history. Part 1, "A Free Country in a New World," begins with an examination of the cultures of the American Indian tribes and treats the colonial period and the Revolutionary War. In "launching the Republic" students study the different ways in which the Constitution has been applied and interpreted, the presidency of George Washington, politics of the Federalists and the Republicans, and foreign entanglements. Part 3, "The Nation and the Sections," focuses on the conflicting forces of nationalism and sectionalism, Jacksonian democracy, reform movements, and the basic concept of democracy. "Division and Reunion" includes the study of the manifest destiny movement, slavery, the Civil War, and the Reconstruction Era. Industrialization, the opening of the TransMississippi West, protest movements, and political parties and politics are dealt with in "The Emergence of Modern America." Part 6, "New Horizons," explores United States imperialism, the presidencies of Theodore Roosevelt and Woodrow Wilson, and the Progressive Movement. In "Crusade and Disillusion" students study World War I, the policies of the 1920s, and the Great Depression. The New Deal, foreign relations with Latin America and Europe, and the Axis threat are discussed in Part 8, "The Roosevelt Years." In "An Age of Anxiety," the concluding unit, students examine World War II, the Cold War, the Kennedy-Johnson years, domestic affairs under Nixon, and the 1976 presidential election. The textbook also contains 33 biological sketches of men and women who have contributed to U.S. history; numerous maps, charts, and graphs; and the complete texts of the Constitution, the Declaration of Independence, and other vital American documents.

Teaching Procedures

The major teaching strategy is classroom discussion based on textbook readings. Open-ended questions are interspersed throughout the chapter readings. For example, following an account of the secret bombings of Cambodia during the Vietnam War, students are asked "Is there ever a justification for a secret military operation? If so, when?" The *Annotated Teacher's Edition* also suggests questions to stimulate classroom discussion. "Data Labs," interspersed throughout the text, ask students to interpret and analyze figures and statistics on various topics. Each textbook chapter ends with review questions focusing on major concepts, personalities, places, and events. Suggestions for further study are also given. These activities include surveys, group discussion, community involvement, and library research. Each major part of the text concludes with review activities called "Checking the Facts," "Interpreting the Facts," and "Applying Your Knowledge." Students are encouraged to read and discuss additional books. A bibliography of fiction, drama, and nonfiction is provided at the end of each textbook part. The *Workbook* consists of exercises to help students review facts and concepts, analyze new evidence and make interpretations, and take and defend positions on controversial issues. Tests for each chapter and unit are also available.

Evaluative Data

This is the ninth revision of *History of a Free People*. According to the publisher revisions were made based on feedback from users.

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IDEA AND ACTION IN AMERICAN HISTORY October 15, 1977

Authors:	Marion Brady and Howard Brady
Publisher:	Prentice-Hall, Inc. Educational Book Division Englewood Cliffs, New Jersey 07632
Publication Date:	1977
Availability:	From publisher
Grade Level:	6-7 (8-9)
Subject Area:	American History

Overview

Among junior high level American history texts, the organizational pattern of *Idea and Action in American History* is uncommon. The text centers around seven key concepts or ideas: motivation, value conflict, cultural differences, polarization, autonomy, cultural interaction, and system change. Each of the key concepts or ideas is examined in the historical time period during which that concept was initiated or particularly relevant. For example motivation is studied in the historical setting of "Exploration and Colonization" while polarization is the key concept in lessons dealing with the Civil War. Students are encouraged to see how both historical events and their personal daily experiences relate to the seven ideas. The lessons are inquiry-oriented and actively involve students. Value clarification plays an important role throughout the text while skills such as analyzing,classifying, and generalizing receive heavy emphasis. Among the many primary sources infused throughout the narrative are diary excerpts, portions from official documents, letters, and photographs.

Materials and Cost

Student Text: *Idea and Action in American History.* By Marion Brady and Howard Brady. 536 pp., 8-1/2" x 11-1/4", hardbound $ 8.97

Additional Student Materials: Skills and Evaluation Package (duplicating masters). By Marion Brady and Howard Brady. 72 pp., 8-1/2" x 11-1/4", paperbound $18.93

Teacher's Guide: By Marion Brady and Howard Brady. 340 pp., 8-1/2" x 10-3/4", paperbound $ 8.49

Required or Suggested Time

The textbook is intended for use as the basis of a one-year American history course. There are seven units which are divided into Introduction, Perspective, and Application sections. The Introduction, Perspective, and Application are further subdivided into lessons of varying length, although most are designed to encompass one class session. The suggested time for each lesson is stated in the Teacher's Guide; activities are proposed for extending the lesson if the teacher or class wishes to do so.

Intended User Characteristics

Idea and Action in American History is a textbook designed for the junior high student of at least average ability. Although the primary sources have been adapted for easier reading, the overall reading level of the text demands a fairly skilled reader. The illustrations, photos, and other graphics aid the text's readability. Questions are designed to strengthen comprehension, and there are suggestions for individualizing so the texts can be used with students of varying ability. Motivational factors built into the lessons should encourage reluctant learners. The skills packet also has activities of varying difficulty. Because the Teacher's Guide is very complete, no special teacher training is required to implement this text. However, library and community resources are required for many of the extending activities, and the teacher will need to make arrangements for their use.

Rationale and General Objectives

The authors of this text feel that "many Americans know relatively little about the forces that have shaped the history of the United States." Marion Brady and Howard Brady sought a new approach to the subject matter which would correct this fault. What they produced is a functional analysis of events and conditions. Using their approach, students are taught how to organize data to make generalizations and see unifying concepts. The skills needed for analyzing additional data in the future are developed. The authors claim that activity is the major component of *Idea and Action in American History.* Expository passages are used for orientation, background material, connecting ideas, and summarization. Primary sources are used as vital sources of data. "Extending" or "Branching Out" exercises are purposely presented in skeleton form so students can apply all they have learned on their own. In sum, the authors see this text as a systematic approach to the study of American history.

Content

Each of the seven units in *Idea and Action in American History* focuses on a concept which describes a pattern of human behavior. Each key concept is then studied in relationship to a particular time period in American history when that idea was placed into action. The ideas and corresponding time periods are as follows: motivation --Exploration and Colonization; value conflict--Revolution and New Government; cultural differences -- North, South, West; polarization --Civil War; autonomy -- Growth and Reform; cultural interaction -- Native Americans and Newcomers; and system change -- War, Depression, Prosperity. Activities within each unit have students investigate that behavior in their own lives, in American life in the past, and in the nation's life today. Every unit begins with an "Introduction" which presents the concept with regard to the student's own life. A "Stop and Summarize" section causes the student to think reflectively about the concept. The "Perspective" consists of a unit time line and primary and secondary sources which place the concept in historical perspective. The "Application" part of each unit requires that the student, using the personal and historical perspectives gained, apply the concept to the present day life our nation. For instance, using the concept of system change, students are asked how they might deal with urban problems. Throughout the text the materials are color-keyed with black directing the student to read

the passage and brown directing the student to do an activity. Maps, cartoons, graphs, and charts are provided for student analysis. Marginal notes give definitions, pronunciations, and pose questions. The text concludes with a short glossary, reference maps, and the complete texts of the *Declation of Independence and* the *Constitution.*

Teaching Procedures

Idea and Action in American History is an inquiry-oriented text. The Teacher's Guide is designed to aid the teacher in implementing effective inquiry lessons. The objectives for each unit and lesson are clearly stated. For instance, one objective for students is to be able to identify examples of value conflicts in American society today. Students first explore what values were in conflict during the historical time period of the Revolution and development of our system of government. Then problems are posed, and students must identify the values in conflict and what action they would take with regard to the situation. If the teacher feels that the situations posed are too difficult or remote for his or her students to relate to, comparable situations can be developed. The Teacher's Guide also gives planning notes, warm-up suggestions, main activity, and wrap-up procedures for each lesson. Key words are listed to check on students' comprehension. Some lessons are proposed as homework assignments. Since skills are an essential part of this program, the Teacher's Guide contains a skills chart which indicates how 11 different skills are included in many activities thoughout the text. Some of the skills developed are synthesizing, interpreting written data, and interpreting maps, charts, and diagrams. "Extending" and "Individualizing" activities include ideas such as having students investigate the town they live in at various periods in its history, to construct maps individually or in groups, and to use library resources for investigation of a specific topic such as religious revivalism. For each unit the Teacher's Guide contains an annotated bibliography for the teacher to use in locating background materials. A few of the sources are deemed appropriate for reading aloud to the class. The Skills and Evaluation Package contains 72 worksheets and short answer tests. These skills and evaluation instruments correspond to specific lessons and units in the text. The unit evaluations consist of four to six parts and are presented in increasing levels of difficulty.

Evaluative Data

Pilot testing of the text was done before publication by a group of teachers whose names are listed in the front of the student text. Pilot testing is continuing in selected areas. Information about test results can be obtained from Prentice-Hall.

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PEOPLE AND A NATION, A October 15, 1977

Authors:	Clarence L. VerSteeg Professor of History Northwestern University Richard Hofstadter (deceased) Formerly DeWitt Clinton Professor of American History Columbia University
Publisher:	Harper and Row, Publishers, Inc. 10 East 53rd Street New York, New York 10022
Publication Date:	1977 (second edition)
Availability:	From publisher
Grade Level:	10-12
Subject Area:	American History

Overview

A People and A Nation is a textbook program which presents a political/military, chronological history of the United States. There are eight units and 40 chapters in the text. In the introductory material a summary of colonization of the new world and a profile of the English colonies is presented. The following seven units deal with revolution, national identity, national growth, war and recovery, reform, imperialism, renewal, and crisis. The text contains substantial visuals, including maps, charts, data, and art work. The Teacher's Guide is organized by chapters and presents objectives, teaching suggestions, and bibliographic references for professional reading and audiovisual materials. There is a student workbook, also organized by chapters. Objective-type tests are available in two forms for each chapter with answer keys provided for the teacher.

Materials and Cost

Student Text: *A People and A Nation.* By Clarence L. VerSteeg and Richard Hofstadter. 846 pp., 7-1/2" x 9-1/2", hardbound	$10.98
Additional Student Materials: *Workbook.* 184 pp., 8-1/4" x 11", paperbound	$ 1.98
Teacher's Guide: By Mercedes Bailey. 214 pp., 7-1/4" x 9-1/4", paperbound	$ 8.82
Teacher's Edition of Workbook: 184 pp., 8-3/8" x 11", paperbound	$ 3.96
Additional Materials: *Tests.* Sets A and B, perforated tablets, to be reproduced.	$1.98 each set
Answer Keys for test sets	Free

Required or Suggested Time

The use of *A People and A Nation* will take a full academic year. If the teacher elects to use all or most of the suggested projects and activities with students, it is likely that some of the chapters will need to be omitted. Nine-week or one-semester courses could be designed using the text. However, the teacher would have to be very selective in choosing content coverage if the course design were shorter than one year.

Intended User Characteristics

The Teacher's Guide indicates that the text was designed for use in the 11th grade. Most of the text could be handled by 11th-grade students of average intellectual ability providing their reading capabilities are at or near grade level. There are opportunities for exciting teaching strategies suggested in the Teacher's Guide if the teacher is willing to actively engage students in learning. No special teacher training is required for text use.

Rationale and General Objectives

Although not explicitly stated, it can be inferred that the author's rationale for *A People and A Nation* is that learning chronological American history is important for secondary-level students. The authors also believe that students should engage in a variety of experiences, including reading, discussion, hypothesizing, inferring from data, participating in small group tasks, and engaging in out-of-class activities. Each chapter is accompanied by a Performance Guide in the Teacher's Guide. The Performance Guides state objectives in three areas: conceptual, inquiry and analysis, and affective. An example of each kind of objective follows: (1) conceptual -- "Students formulate a working definition of culture and apply the characteristics of their definitions to the African, Indian, and European communities by providing specific examples from each group," (2) inquiry and analysis -- "Students use the electoral maps and excerpts from Lincoln and Douglas to inquire about the political issues of the 1850s," and (3) affective -- "Students freely express their opinions on such controversial issues as the bombing of Hiroshima and the relocation of Japanese-Americans." In selected chapters in the student text, specific outcome objectives are shared with the student.

Content

A People and A Nation is a chronological approach to American history which begins with the English colonies and ends with an examination of Gerald Ford's administration. The main focus of the text is on political/military history, and there is ample treatment of national elections, political issues, foreign policy issues, and war. Although the primary focus of the text is historical, behavioral and social science approaches are applied to visuals and data to study fundamental historical themes. Called "portfolios," the themes studies include westward movement, sectional strife, industrialization, and urbanization. Another content feature, "Contemporaries Disagree," contains brief excerpts that pose issues considered in the past. For example, on the issue of the national bank, excerpts of quotes by Thomas Jefferson and Alexander Hamilton are presented. Also included are brief discussions called "Historians Differ," which

give the perspectives of various historians on historical events and themes. The 1846-48 war with Mexico is discussed by two historians, Bernard DeVoto and Justin Smith. DeVoto takes the position that the desire for more territory could not be denied, while Smith indicates that Mexico oppressed U.S. citizens and the U.S. should be proud of the war. The *Constitution of the United States* is presented in its original form with annotations for students. Included with the *Constitution* are Supreme Court cases which highlight constitutional questions and give students opportunities to understand real world applications of the document.

Teaching Procedure

The design of the text and accompanying teacher and student materials enables both traditional and nontraditional teachers to use the text in a variety of ways. How the text will be used will, in large measure, depend on the specific objectives selected by the teacher. For example, if lower level knowledge objectives are stressed, there will likely be more emphasis on lecture, perhaps some class discussion, and work in the student workbook. If there is more stress placed on inquiry, analysis, and affective objectives, students will become engaged in data collection and interpretation, small group projects, classroom debate, and large group discussion. In the Teacher's Guide a number of classroom procedures are suggested, as well as a number of supplementary learning experiences. For example, in a chapter entitled "A Profile of the English Colonies," the teacher may use the chalkboard or an overhead projector to organize the data in chart form. Students then compare the New England, middle, and southern colonies, using subheadings such as demographic data, geographic conditions, economic activities, social classes, political experiences, and issues. Another suggested procedure from the same chapter "asks students to hypothesize about the various policies regarding slavery in the English colonies." This procedure suggests that students "form small groups to talk about the options available to slaves." In the section on the U.S. Constitution there are a number of cases presented in summary form that illustrate points of law. In the case, Escobedo v. State of Illinois, which relates to the right of the accused to counsel, students may role play the arrest and quesitoning of Escobedo or invite police officers into the class for a round table discussion on law enforcement procedures. Throughout the text a variety of supplementary learning experiences are suggested, including making scrapbooks, interviewing senior citizens, and preparing papers or reports.

Evaluative Data

The publisher reports no published field test results. An informal field test was conducted with the 1977 edition.

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PEOPLE AND OUR COUNTRY

Authors:	Norman K. Risjord and Terry L. Haywoode
Publisher:	Holt, Rinehart and Winston 383 Madison Avenue New York, New York 10017
Publication Date:	1978
Availability:	From publisher
Grade Level:	9-12
Subject Area:	American History

Overview

People and Our Country is a one-year United States history textbook written for high school students of varying abilities. The authors' major objectives are (1) to help students gain an understanding and appreciation of American history so that they will be able to effectively participate in American society as adults and (2) to help them develop reading, geography, and critical thinking skills. The chapters are short and well illustrated with numerous color photographs, illustrations, maps, and paintings. "Sidenotes to History," containing biographical sketches and anecdotes about less well-known Americans, and "Viewpoints to History," containing primary and secondary source materials enliven the text. The major teaching strategies are small and large group discussions and activities based on textbook readings. The Teacher's Guide includes several useful features Skill outlines, a chapter-by-chapter chart of interdisciplinary and cross-disciplinary topics, and two levels of activities for each performance goal.

Materials and Cost

Student Text: *People and Our Country*. 842 pp., 7 3/4" x 9 1/2", hardbound	$11.40
Teacher's Guide. 300 pp., 8 1/4" x 11", paperbound	$ 5.97
Additional materials: Worksheets. 60 duplicating masters	$25.95
Tests. 54 duplicating masters	$25.95

Required or Suggested Time

The textbook is intended to be used as the basis for a year-long course in United States history. The Teacher's Guide contains 179 lessons, one for each chapter section. While a general time schedule is presented, the amount of time spent on each lesson is left to the discretion of the teacher.

Intended User Characteristics

People and Our Country was written for 10th-12th grade students of different ability levels. The average reading level, according to the Fry readability formula, is grades 10-11. However, there are many aids that should help the less able student and the slower reader: (1) advance organizers for each unit and chapter; (2) the use of boldface type for important concepts, generalizations, and events; and (3) pronunciations, definitions, and word origins within the text. Textbook questions are of

varying levels of difficulty, but are not keyed by difficulty level; thus the teacher must decide which to use. In the Teacher's Guide, two levels of activities are suggested. First level activities, for average and above-average students, are involved and complicated, often requiring independent study. Less able students can participate in second level activities which are geared towards building skills and developing a sense of student achievement. No special teacher training is required.

Rationale and General Objectives

The major premise of *People and Our Country* is that "a study of the nation's past will give students an understanding of the democratic ideals which have helped to form the American government and way of living from colonial times to the present." The authors hope students will acquire "a lasting interest in human society which will lead in turn to their effective participation in American society as adults." Skill development is a major emphasis of the program. Reading and geography skills are stressed along with the development of skills in areas such as critical thinking, writing, valuing, graphing, observing, and researching. The Teacher's Guide provides specific knowledge and performance goals for each chapter section.

Content

People and Our Country is a chronological treatment of United States history containing 23 chapters organized into seven units. In Unit I, "Wilderness Communities," students examine the political, economic, and social life of the American Indian, colonization patterns of the New World, effects that events in Europe had on developments in the Americas, and conflicts which led up to the American Revolution. "Building a Nation" deals with the Revolutionary War, Constitutional history, and the development of nationalism and its culmination in the War of 1812. Students read about western expansion, the Monroe Doctrine, and the development of political parties. Unit 3, "A House Dividing," treats the reform movements of the mid-19th century, the conflicts which led up to the Civil War, the events of the Civil War, and problems of the Reconstruction Era. "Soot, Cinders, and Sin" examines the political and economic problems of the late 1800s, the growth of new industry and the American economy, the contributions of various immigrant groups, the problems that the farmer faced in a market economy, and the beginnings of the labor movement. In "Progressivism: A New Era" students study the history, objectives, and accomplishments of the Progressive reform movement, examine changes in foreign policy between the turn of the century and the end of World War I, and learn how American society change in the 1920s. The Great Depression, World War II, the Korean War, and the Cold War are the topics of Unit 6, "Fireside Chats and Victory Gardens." The final unit, "Years of Trial and Hope," covers changes in U.S. foreign policy, the domestic policies of each president from Eisenhower through Carter, the struggle of minorities for equal rights, and the Watergate scandal and examines some of the problems the nation faced in the years to come.

Teaching Procedures

Students are expected to read textbook selections and to participate in large and small group discussions and activities. They are introduced to the major themes of each unit and chapter through advanced organizers. Each unit begins with a list of knowledge goals, a brief paragraph on the unit theme, and a time line. A short anecdote of an historical figure or event, followed by an outline of the chapter sections introduces each chapter. The Teacher's Guide contains questions to stimulate classroom discussion and many varied activities based on the textbook readings. Students are involved in map actvities and role playing situations. They write letters, create campaign slogans, give oral reports, define words, and write paragraphs

summarizing main points. Enrichment activities are also suggested. For example, students are asked to write a research paper on different theories dealing with the migration of people to North America or to write poetry or prose expressing the feelings they would have as the mother or father of two sons fighting on opposite sides in the Civil War. Review materials, at the end of each section, chapter, and unit, help students test their own progress and recall specific information. Worksheets contain additional mapping, reading, writing, and research activities for each textbook unit.

Evaluative Data

In the development stage, one chapter of *People and Our Country* was field tested with over 1500 students in 13 schools throughout the United States. An evaluation of the field test indicated that students found the program's style of writing interesting, understandable, and readable. The teachers were satisfied with the human interest features of the text, liked the coverage given to mapping and geography skills, and thought that adequate coverage was given to all subtopics. The final edition of the text incorporated the suggestions received from both students and teachers during the field test.

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RISE OF THE AMERICAN NATION: HERITAGE EDITION

March 15, 1978

Authors:	Lewis Paul Todd and Merle Curti
Publisher:	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017
Publication Date:	1977
Availability:	From publisher
Grade Level:	9-12
Subject Area:	American History

Overview

Rise of the American Nation: Heritage Edition, designed for students in grades 9 through 12, provides a broad, comprehensive history of the American nation. A variety of inductive and deductive teaching strategies are suggested in the Teacher's Manual, making the text adaptable to many teaching styles. The text focuses on the American people and their political, social, and cultural history. A well-integrated format of chronological and topical chapters presents information on the role and contribution of women, Blacks, Hispanic Americans, American Indians, and other minorities in the founding and building of the United States. Contemporary issues such as the environmental crisis, the women's rights movement, detente, and Watergate are also examined. Illustrations, maps, excerpts from primary source materials, and a full-color historical atlas enhance the text's effectiveness. In addition, the two-volume set includes 235 primary and secondary source readings. The workbook and tests which accompany the text are designed to increase understanding of the central ideas presented in the textbook.

Materials and Cost

Student Text: *Rise of the American Nation: Heritage Edition.* By Lewis Paul Todd and Merle Curti. 784 pp., 8-1/4" x 10-1/4", hardbound $10.95

Available with supplementary readings in two hardbound volumes:

Volume 1: The Beginnings to 1965 with Readings. *543 pp.* $ 9.90

Volume 2: 1965 to the Present with Readings. *687 pp.* $ 9.90

Teacher's Guide: Teacher's Manual and Resource Guide for Use with Rise of the American Nation. By Edward L. Biller, 571 pp., 7-1/4" x 9", paperbound. Contains "Answer Key for Tests" $ 4.50

Available with notes on readings in two paperbound volumes:

Volume 1, 313 pp. $ 3.60

Volume 2, 345 pp. $ 3.60

Additional Materials:

Student Workbook. By Edward L. Biller. 218 pp., 8-1/4" x 10-3/4", paperbound $ 3.00

Teacher's Edition $ 3.00

Tests. By Edward L. Biller. 96 pp., 8-1/4" x 10-3/4", paperbound with perforated pages. Contains a two-page, multiple-choice test for each of the 44 chapters in the student text $ 1.50

Required or Suggested Time

The materials are intended to provide one full year of American history instruction. Although a sample, day-by-day courseplan, based on a 180-day school year, is given in the Teacher's Guide, the materials are flexible and may be used in a variety of ways. Suggestions are presented in the Teacher's Guide for offering a two-year sequence, for pacing assignments according to students' needs and abilities, for offering electives or mini-courses, for individualizing instruction, and for fitting the materials into a chronological or thematic format.

Intended User Characteristics

Rise of the American Nation is designed to serve as the basis of an American history course for high school students. To meet the needs of students of varying ability levels, activities at different levels of difficulty designed to accomplish the same objective, are often suggested. In order to make the text as understandable as possible, the vocabulary is controlled and definitions and guides to the pronunciation of names, places, events, and terminology are offered. In the two-volume set, publishers state that the supplemental source readings have been adapted so that they retain their high interest value but are more suitable to students' reading needs. The materials are adaptable to a variety of teaching styles as well. No special teacher training is required.

Rationale and General Objectives

The authors believe that "students study America's past not only to learn about their nation's history but also to better appreciate their responsibilites as free individuals faced with the challenge of shaping the future of their society." The materials are designed so that teachers can incorporate their own approaches into the course organization. Accordingly, strategies and objectives reflecting a combination of both deductive and inductive teaching approaches are found in the material. General deductive objectives are "to learn the major developments in our nation's history as well as related events in each period." The inductive strategies which focus on concepts and understandings are designed to help students "identify historical problems, form hypotheses, and ...weigh and interpret evidence."

Content

In *Rise of the American Nation,* chronological chapters focus on the political history and topical chapters focus on the social and cultural history of America from colonial times to the present. The text is divided into an introduction and four main parts: (1)"Creating a New Nation," (2) "The Nation Divided," (3) "The Nation Reunited," and (4) "The Nation as a World Leader." Each of the four parts starts with a brief description of the principal developments to be studied and is linked to the other parts by the overlapping life spans of Thomas

Jefferson, Abraham Lincoln, Theodore Roosevelt, and the older generation of Americans today. These introductory descriptions are designed to help students realize that the extraordinary changes that have taken place in American life during the nation's history have occurred in a relatively brief span of years. The text is further divided into 12 units which, in turn, are divided into 44 chapters. Each unit is introduced by a montage of pictures of people, places, and events which play an important part in the unit. Throughout the text "Special Features" supplement the chapter narrative with biographical sketches and interesting historical incidents. Chapter and section surveys present questions which encourage students to apply knowledge they have acquired rather than simply to memorize facts. The two-volume edition includes more than 300 pages of primary and secondary source readings drawn from letters, diaries, speeches, poems, official documents, autobiographies, newspaper editorials, and radio and television broadcasts.

Teaching Procedures

Rise of the American Nation combines inductive and deductive teaching strategies. The materials and suggested activities lend themselves to a variety of teaching styles. There are also guidelines and suggestions for individualizing instruction. For each chapter, there are questions structured according to Bloom's Taxonomy, beginning at the recall level and proceeding through interpretation, analysis, synthesis, and evaluation. Additional questions help students relate the past to the present and develop social science skills. Among the other activities suggested are role playing, using primary sources, evaluating evidence, preparing reports, discussion, supplemental reading, constructing time lines, and using community resources. The Teacher's Guide indicates where these can be used most effectively. The workbook provides opportunities for students to review the facts and concepts presented in the text. Activities here include completion and matching exercises, short essays, map interpretation, analyzing primary and secondary sources, graph and chart interpretation, and forming and testing hypotheses.

Evaluative Data

Although no formal field testing has been conducted for *Rise of the American Nation,* teacher feedback, particularly in areas of student interest, teaching strategies, and organization of sections within chapters, has been considered in the revision.

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THESE UNITED STATES

Author:	James P. Shenton, Judith R. Benson, and Robert E. Jakoubek
Publisher:	Houghton Mifflin Company One Beacon Street Boston, Massachusetts 02107
Publication Date:	1978
Availability:	From publisher
Grade Level:	11-12
Subject Area:	American History

Overview

These United States is a one-year United States history textbook written for senior high school students. It is the authors' goal to help students gain a positive view of America and to help them understand the pluralistic nature of American society. Throughout the text, the roles and contributions of women and minorities from colonial times to the present are stressed. The 9th- to 10th grade reading level, the use of advance organizers, and the definitions of new vocabulary within the text make this textbook especially suitable for the average senior high school student. The chapters are short and well illustrated with numerous art reproductions, color photographs, drawings, maps, and cartoons. The major teaching strategies are classroom discussion based on textbook readings and class activities including role playing, debates, library research, and games.

Materials and Cost

Student Text: *These United States*. By James P. Shenton et al., 768 pp., 7 1/2" x 9 1/4", hardbound	$11.82
Teacher's Guide: By Judith R. Benson, 158 pp., 8 1/2" x 11", paperbound	$ 4.44
Additional Materials: Tests. 65 duplicating masters, 8 1/2" x 11"	$19.98

Required or Suggested Time

The textbook is intended for a one-year course in United States history. Each of its 30 chapters are broken down into four or five sections requiring one day's work or assignment. Classroom activities, research topics, and supplementary readings suggested in the textbook and Instructor's Guide can be assigned at the teacher's discretion.

Intended User Characteristics

This textbook was written for senior high school students. According to the authors the reading level is "within the capabilities of the average high school student." New vocabulary is italicized and explained in the text. The Fry readability formula indicates the average reading level to be at the 9th to 10th grade level. The advance organizers, short chapter sections, generous use of visuals, amusing vignettes, many optional activities

of varying degrees of difficulty, and varied teaching methods make the text suitable for high school students of varying abilities. No special teacher training is required.

Rationale and General Objectives

The authors believe that *These United States* will help students develop a "positive view of America and its place in the world." The text is designed to give students an honest, straightforward account of the past mistakes made by the American people, while at the same time showing how, in many instances, Americans have learned from these mistakes and have often corrected them. A second emphasis is on the pluralistic nature of American society and the many contributions of minority individuals. For example, the text traces women's struggle for equal rights; shows the American Indians as the original inhabitants of the land, tracing their generally tragic dealings with the white settlers; and, in a running feature entitled "Other Americans," describes the accomplishments of minority individuals, some well-known but most obscure. The authors believe that reading and history are clearly related and that reading skills should be taught at the high school level. They state that it is the task of social studies teachers to reinforce reading skills such as how to organize and evaluate information, analyze cartoons, recognize propaganda, determine fact from fiction and increase vocabulary. Study aids that teach these and other reading skills form an integral part of *These United States*.

Content

The text presents a chronological history of the United States with an emphasis on modern history. Almost half of the text deals with the twentieth century and six of the 30 chapters treat events since World War II. The chapters are organized into seven units. In Unit 1, "A New World," students examine the American Indian culture and life in colonial America, and learn about the Revolutionary War and constitutional history. "A New Nation" focuses on the establishment of the Federal Republic, Jeffersonian democracy, western expansion and a growing nation, and the Jacksonian era. Industrialization, the ante-bellum South, the Mexican War, slavery, and the Civil War are dealt with in "A Time of Trial." In Unit IV, "A Time of Change," students study about the reconstruction era, industrial expansion, labor problems, immigration, the women's movement, and other challenges facing the new nation at the beginning of the twentieth century. Unit V, "A World Power," discusses the rise of the United States to a world power, World War I, prosperity and changes of the 1920s, the Great Depression, and the New Deal. In "A World Leader, " World War II, postwar problems, the Cold War, and the affluence of the 1950s are dealt with. The final unit, "A New Direction," covers the Kennedy and Johnson presidencies, the stress and cultural changes of the sixties and seventies, Watergate, and the election of Jimmy Carter.

Teaching Procedures

The student is expected to read the textbook; analyze American art, sketches, photographs and maps; and discuss the materials in large and small groups. Students are also involved in many classroom activities. For example, they write diaries of an imaginary journey through the American colonies in the 1700s; hold a debate on the value of television for news, education, and entertainment; write a report on one of the women's rights leaders' draw cartoons contrasting the feelings of the North and South over John Brown's raid at Harper's Ferry; and participate in games and simulations. The textbook contains many helpful study aids. Students are introduced to the major theme of each chapter through a piece of American art accompanied by a caption intended to stimulate classroom discussion. A time chart listing

the important events and dates discussed in the chapter also provides students with a chapter overview. Each chapter section begins with a "Read Here of How" feature listing the important topics to be covered. Brief exercises under the heading "Try This," are provided at the end of each chapter section to help students review. In the "Roundup" of each chapter several study aids are included. These are: "Who?" "What?" and "Where?" - -lists of people to identify, terms to explain or define, and places to locate; "Know This"- -four or five recall questions for each chapter section; "Dig Here"- -topics for further reading or research for advanced students; "Do It"- -suggestions for class activities; and "Then and Now"- - questions which help students link past and present. Other textbook study aids include unit tests for self-review and brief bibliographies of popular, readable books. The Instructor's Guide provides an overview of each textbook unit; an overview list of objectives, and discussion of new vocabulary for each chapter; and specific teaching procedures and activities for each chapter section.

Evaluative Data

The published version of *These United States* has not been field-tested.

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HISTORY AND LIFE:
THE WORLD AND ITS PEOPLE

October 15, 1977

Authors:	T. Walter Wallbank University of Southern California Arnold Schrier University of Cincinnati Donna Maier-Weaver University of Texas at Dallas Patricia Gutierrez Roberto Clemente High School Chicago, Illinois
Publisher:	Scott, Foresman and Company 1900 East Lake Avenue Glenview, Illinois 60025
Publication Date:	1977
Availability:	From publisher
Grade Level:	9-12
Subject Area:	World History/World Studies

Overview

History and Life is a one-year, secondary world history course developed in response to an extensive survey of teacher needs conducted by Scott Foresman. About 2500 world history teachers participated in the survey and suggested that a world history program should be readable, teachable, interesting, and comprehensive in its approach to Western and non-Western history. According to the publisher, the reading level averages 7th to 8th grade so that students in high school will find the text easier to read. To make it more interesting than the traditional world history text, *History and Life* focuses extensively on the social and cultural history of the civilizations discussed. The text contains nine major units of study corresponding to historical periods and geographic regions. An activities booklet and duplicating masters for chapter and unit tests are optional components of the program.

Materials and Cost

Student Text: *The World and Its People.* By T. Walter Wallbank et al. 720 pp., 8⅛ x 10⅛", hardbound	$ 9.90
Additional Student Material: Activities Book, 144 pp., 8½" x 11", paperbound	$ 2.40
Teacher's Annotated Edition: 768 pp., 8½" x 10⅛", hardbound	$10.50
Additional Teacher Materials: Activities Book, 144 pp., 8½" x 11", paperbound	$ 2.70

Duplicating Masters (Tests): 90 pp., 8½" x 11", paperbound	$ 2.70 $24.00

Required or Suggested Time

Designed as core material for a one-year world history course, *History and Life* contains nine major units of study (one per month) and 36 chapters (one per week) to accomodate the school year. Discussion questions and additional readings provide ideas and activities for further couse work.

Intended User Characteristics

Intended for grades 9 through 12, *History and Life* was designed with easy-to-read content. Although not specifically written for slow learners or underachievers, the publisher, indicates the reading level is 7th to 8th grade. In addition, new words and concepts are immediately followed by definitions. No special teacher training is required to use the materials as the Teacher's Guide provides adequate information to use all of the components.

Rationale and General Objectives

Before developing this world history textbook, the publisher polled a cross section of 2500 world history teachers to assess their opinions about existing world history materials and to determine what was needed in a world history program. Surveying teachers in "public, parochial, and private schools in urban, suburban, and rural areas of all 50 states," the developers "learned the problems schools were having matching existing materials to students' and curricular needs." This textbook was developed in response to the major needs expressed by the responding teachers. Teachers agreed that a text, which was easy and interesting to read and would maintain the interest level of students, was needed. Although developed for grades 9 through 12, the authors wrote a textbook of "lively prose at a 7th-8th grade level." The second major area of concern was to make the content teachable. To accommodate this concern, the text is divided into nine major units and 36 chapters to fit into a regular school year. The Teacher's Guides for all of the components offer activities and suggestions for implementation. Finally, the content focus was revised to include a balance of Western, non-Western, and Latin American history with emphases on social and cultural history. The text contains substantial material on everday cultural life as well as on political and economic history.

Content

Nine major units of study corresponding to historical periods and geographic regions make up *History and Life*. Unit titles include "Civilization Begins," "Classical Civilizations," "The Worlds of Christendom and Islam," "The Worlds of Africa and the Americas," "The World of Asia," "The Rise of the West" "Revolutionary Changes in the Contemporary World." Chapters within each of the units focus on a theme wich is introduced both in written form and in an artistic collage of historical symbols. In addition to the narrative, essays are

included in selected chapters. Geographic essays and maps help students understand the geographic aspects of a region and how and why civilizations developed. A second type of essay points out a mystery in history. Mystery essays include "Who Was the Queen of Sheba?" "King Tuts Tomb," and "Did Robin Hood Really Exist?" Historical knowledge and legend are combined to present a picture of the mystery, leaving it up to the student to solve the puzzel. A third essay form is "History in the Movies." Pictures, captions, and a brief summary show how certain aspects of history have been incorporated into Hollywood movies such as the *Ten Commandments, Helen of Troy, Dracula, and M*A*S*H.* End-of-chapter material contains summary paragraphs; recall exercises of dates, places, persons, and events; questions for in-depth thinking; factual activity exercises; and short chapter tests. The student activity book contains a number of activities to supplement the material further. Factual questions, matching exercises, crossword puzzles, and essay questions make up the booklet.

Teaching Procedures

Developed as a one-year, chronological, world history course, the text should be read and taught sequentially. The teacher is responsible for directing the students in their reading and understanding of the text, implementing activities, and asking questions. In the Teacher's Guide, one page of teaching techniques is devoted to each chapter. A list of behavioral objectives is presented, followed by a list of words defined within the student text. A series of motivational activities is given to help the teacher introduce the chapter and halp the students "see the relevance in their study of world history." For example, students could simulate the trial of Charles I of England to help them understand the British court system and reasons why Charles was found guilty of treason and executed. In addition, skill exercises are included. General chapter notes to the teacher focus on content, background material, and so forth. A bibliography of teacher, student, and audio-visual materials appends the Teacher's Guide. Optional materials for use by both the students and instructor are an activities booklet and duplicating masters for chapter and unit tests.

Evaluative Data

The publisher indicates that representative chapters of *History and Life* were used during the pre-publication stage at the high school level in Longmont, Colorado. A learner verification statement is available from the publisher.

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PAGEANT OF WORLD HISTORY, THE March 15, 1977

Author:	Gerald Leinwand
Publisher:	Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210
Publication Date:	1977 (rev.ed.)
Availability:	From publisher
Grade Level:	9-12
Subject Area:	World History

Overview

Pageant of World History is a world history textbook written for the average high school student. The basis of a one year course, the easy to read, well-illustrated text traces civilization from the "Cradles of Civilization" in the Middle East to the present and aims at helping students understand the causes and effects of major historical events. This revised edition of the text has been updated so that its content reflects the changing times and events. A unique feature of the text is its treatment of India, China, and other non-Western cultures as well as Western Civilizations. It also gives special attention to women and their contributions in different cultures and periods of history. Teaching methods are varied and include textbook readings, use of audiovisuals, classroom discussions, and many individual and group activities. The components of the program include a hardbound student text, a Teacher's Guide, and duplicating masters for tests and a workbook.

Materials and Cost

Student Text: *The Pageant of World History.* By Gerald Leinwand. 694 pp., 7-1/2" x 9-1/2", hardbound $9.72

Teacher's Guide. By Gerald Leinwand. 200 pp., 6-1/4" x 9-1/4", paperbound $3.00

(Workbook and Tests in production; prices available from publisher.)

Required or Suggested Time

The text is the basis for a full-year course in world history. The Teacher's Guide suggests two plans for class time allotments for the text. The Quarter Plan divides the chapters into three teaching quarters. The Two-Semester Plan shows a division of chapters into two semesters. The chapters may take varying amounts of time to complete, depending on the number of activities and projects undertaken.

Intended User Characteristics

According to the authors, this text is "Readable and manageable for general students" in grades 9 through 12. Using the Dale-Chall formula, the publisher found the text's reading level to be grade 7. Questions and exercises at the end of each chapter are designed to challenge a wide range of student abilities. Both the text and the Teacher's Guide suggest many nonreading activities for use with poor readers or underachievers. No special teacher training is necessary, as teaching procedures are provided in the Teacher's Guide.

Rationale and General Objectives

The authors believe that "if the future is to be built on a foundation of past and present achievement, it is essential that students today gain an understanding of world history for their responsibilities tomorrow." Students live in world where there is constant change in thought, in politics, and in science. To understand "today's shifting scene," students need to know the important facts of and the major generalizations that can be drawn from past history. It is, therefore, the major objective of the authors "to present in their cause and effect relationships the major historical events from man's beginnings to the present time."

Content

The eight units of *The Pageant of World History* trace civilization through chronological periods. Each unit is subdivided into chapters. Unit I, "Discovering the Cradles of Civilization," examines the sources of history and the contributions of the Middle Eastern, Greek, and Roman civilizations and explores the history and customs of ancient India and China. Unit II, "A Journey From Medieval Times to Modern Times," focuses on the Dark Ages in the East and West, the culture and commerce of Medieval Europe. Renaissance views toward learning and religion, and nationalism and the rise of new nations. In Unit III, "A Look at the 'Other Sides' of the World," students study imperialism and the fight for independence in India, Southeast Asia, and China and examine the early history and emergence of Japan as a modern nation. The Mayan, Aztec, and Incan civilizations, colonial Latin America, and early history and contributions of Africa to art, music, and literature are also examined. Unit IV, "Observing Kings, Queens, and Commoners," deals with day-to-day habits and living conditions of 16th- and 17th-century Europe, the absolutism of Louis XIV and of Peter and Catherine in Russia, and the Age of Reason. "Experimenting With Revolution, Democracy, and Nationalism: is the topic of Unit V. Students examine the causes and results of the Glorious Revolution, the American Revolution, and the French Revolution; evaluate the Revolutions of 1820, 1830, and 1848; and learn about the growth of new nations in Europe. Unit VI, "The Meeting of Democracy, Industry, and Empire," covers the Industrial and Agricultural Revolutions, democracy as it works in the United States and Great Britain, life in 19th-century Europe, imperialism, and Great Britain's relationship with the Commonwealth countries. World War I and its results, the rise of dictatorships, and World War II are dealt with in Unit VII, "The World At War and At Peace." The final unit, "The Postwar World," covers the United Nations, the Middle East, Africa, the Far East, and China in the world today, and current world affairs and problems.

Teaching Procedures

Both the student text and the detailed Teacher's Guide provide a variety of student activities and teaching strategies. Students read the text, are involved in classroom discussion, view audio-visuals, and undertake a great many interesting individual and group activities. Each textbook chapter begins with "Exploratory Questions," designed to help students organize their thinking as they read. Thought provoking questions which will stimulate discussion are used as captions to the many color and black and white photographs and illustrations in the text. "Reviewing the Highlights" at the end of each chapter provides the students with lists of people to identify, places to locate, and terms to understand. Students have a "dialogue with the past" as they answer both factual and open-ended questions provided with each chapter. Also at the end of each text chapter are "You Are the Historian" exercises in which the student is presented with a short reading selection, map, chart, or picture and is enticed to learn by observation and by answering questions. Examples of class activities suggested for each unit involve students in conducting mock trials of Socrates, preparing an illustrated talk on buildings in their community which have features of Greek or Roman architecture, drawing cartoons on "Perry Landing in Japan" and "The Election of Louis Napoleon," and reporting on the contributions of Lady Augusta Gregory to the cultural development of Ireland. For those students who want to do further reading, a bibliography of print resources is provided at the end of each unit. In addition to the student text activities, the teacher will find many helpful suggestions in the Teacher's Guide. Discussion questions to challenge the brighter students are provided for each chapter. Student involvement activities are also suggested. For example, as an introduction to Chapter 3, "The Gift of Greece," the teacher might ask the class to plan a Mediterranean cruise in which they stop at various places along the way; students conduct a "This Is Your Life" program on the lives of Sun Yat Sen, Chiang Kai-shek, and Madame Chiang Kai-shek, or they play the game "Who Am I?". In this game, a student reads clues taken from the life of a person mentioned in the chapter, and the class attempts to identify the person in question. The Guide contains suggested aims and emphases, a guide to vocabulary and pronunciation, and background information on the art and illustrations for each chapter. Answers to questions and exercises from the student text and suggest audio-visual aids are also included for each chapter. Two additional components are a Workbook (duplicator masters), which contains chapter activity exercises, and tests on duplicator masters.

Evaluative Data

According to the publisher, the revisions of the 1977 edition were based on input received from teachers and students who have used the materials.

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PEOPLE AND OUR WORLD:
A STUDY OF WORLD HISTORY

March 15, 1978

Authors:	Allan O. Kownslar, Associate Professor of History Trinity University Terry L. Smart, Associate Professor of History Trinity University
Publisher:	Holt, Rinehart and Winston 383 Madison Avenue New York, New York 10017
Publication Date:	1977
Availability:	From publisher
Grade Level:	10
Subject Area:	World History

Overview

People and Our World: A Study of World History is designed to serve as the basis of a one-year world history course for 10th-grade students. The materials are designed to teach students that historical similarities and differences among cultures are important to an understanding of the modern world. The authors use both chronology and geography -- time and place -- as organizers for the content. In addition, the text is structured to provide continuity between the units as well as the regions of study. The process of inquiry is encouraged through the extensive use of primary and secondary source materials such as poems, folk tales, and excerpts from diaries and letters and through activities suggested in the Teacher's Guide. Among these are role playing, debates, art projects, and skill development activities. Suggestions are also provided for involving students of varying abilities in the program. Components include a hardbound textbook, a Teacher's Guide, and duplicating masters of additional activities and unit and chapter tests.

Materials and Cost

Student Text: *People and Our World: A Study of World History.* By Allan O. Kownslar and Terry L. Smart. 762 pp., 7-3/4" x 9-1/2", hardbound	$11.52
Teacher's Guide: 183 pp., 8-1/4" x 11", paperbound	$ 5.97
Additional Materials: *Worksheets/Tests:* 68 duplicating masters, 8-1/2" x 11"	$25.95
Chapter Tests: 49 duplicating masters, 8-1/2" x 11"	$25.95

Required or Suggested Time

The textbook can be used for a year-long course in world history. There are 119 lessons in the Teacher's Guide, with one to three class periods suggested per lesson. To insure coverage of the complete program, the Teacher's Guide suggests a schedule for the completion of each unit.

Intended User Characteristics

People and Our World is designed for use with high school students. The controlled reading level and suggested activities and questions for both able and less-able students make the text useful for students of average and below-average abilities. No special teacher training is necessary as detailed lesson plans are provided. Some familiarity with the inquiry approach, however, would be helpful.

Rationale and General Objectives

The authors believe that "a study of world cultures in a historical context can illustrate both the diversity and the similarity of cultures throughout history and can show how such cultural differences and resemblances are relevant to students today." Specific performance objectives relate to four areas: (1) the acquisition of factual and conceptual knowledge; (2) the mastery of basic study skills; (3) the development of inquiry or critical thinking skills; and (4) growth in the affective domain. Performance objectives are stated for every lesson in the Teacher's Guide. In addition, study goals for each unit are stated in the student text. These goals focus primarily on actual and conceptual understandings and "represent the minimum level of achievement expected of every student."

Content

The ten units of *People and Our World: A Study of World History* use chronology and geography to develop understandings of both ancient and modern world cultures. Units 1 through 3 focus on ancient world cultures in the Middle East and Egypt, Greece and Rome, and the Far East. Traditional European history is explored in Unit 4 through the study of medieval times, the rise of national monarchies, the Renaissance, and the Reformation. The culture of Europe and Africa during the same time period is considered in Units 5 and 6. Similarities and differences among geographic, political, religious, and social spheres are noted. "The New World," Unit 7, discusses Native Americans, European exploration and colonization, and the clash of cultures. The theme of revolution is examined in Unit 8. Unit 9 explores how nationalism grew out of imperialism, culminating in World Wars I and II. Modern day dilemmas from 1928-1976 in Europe, the United States, Asia, and Africa are presented in Unit 10. A chapter dealing with writing a term paper about a modern dilemma concludes the final unit. Each of the text's units contains: (1) an introductory section consisting of a keynote photograh of significance to the unit, a chronology chart emphasizing simultaneous world events, a historical anecdote, overview and goals of the unit, and a map of the region on which the unit focuses; (2) two to six chapters segmented into subchapters; and (3) concluding activities.

Teaching Procedures

The text uses the inquiry approach to encourage students to examine materials, evaluate evidence, and draw conclusions. The questions found in each chapter and subchapter, sequenced for students of varying abilities, progress from simple recall and identification through comparison, interpretation, and analysis. In answering questions for the Renaissance chapter, for instance, students are asked to identify "the bourgeoisie" prior to interpreting a statement about the importance of the printing press and analyzing the influence of the Renaissance on European life. Emphasis is also placed on developing map skills, with many references to and assignments dealing with the maps found in the chapters, the atlas in the back of the book, and the worksheets. Other worksheet activities include analyzing primary and secondary source materials and developing chronologies. Adaptations of source materials are also found at the conclusion of each unit. "A Closer Look" asks students to consider the beliefs and values inherent in various documents and to relate these to their own lives and time in history. For example, the "Closer Look" on medieval times includes a medieval ballad, a folk-tale, and documents on the first crusade, medieval war, the freeing of serfs, medieval law, and peasant life. The students analyze these documents in terms of human dignity and intrinsic values, comparing these medieval values with their own. In "Reviewing the Unit" students answer recall questions, discuss current issues related to historical events in the unit, and review major concepts such as freedom revolution, and conflict. An exercise called "Time and Place" gives students the opportunity to practice geography and chronology skills. Individual activities and a bibliography conclude the review unit. As students are studying the final unit, they are to write a term paper on a contemporary dilemma. The lessons in the Teacher's Guide are specific and suggest a variety of methods, such as group work, discussions, map work, and role play, to allow the teacher latitude in meeting individual and class needs. Specific objectives, questions for stimulating discussion, and ideas for activities and research are included.

Evaluative Data

During the fall of 1977 a nationwide sample of 42 teachers and 223 students participated in a learner-based study of *People and Our World*. Data from a teacher questionnaire, a student questionnaire, and a program unit test indicated: (1) teachers were generally satisfied with the text and Teacher's Guide; (2) the amount of coverage for each unit was "appropriate"; (3) teachers felt a need for worksheets and tests to clarify the content of the reading; and (4) teachers and students found the topics comprehensible and the reading level suitable. Worksheets and tests have been developed to accompany the text since the study.

References

The People and Our World Study. New York: Holt, Rinehart and Winston, Product Research Department, 1978.

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SCHOLASTIC WORLD HISTORY PROGRAM October 15, 1976

Director:	John Nickerson
Publisher:	Scholatic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632
Publication Date:	1976
Availability:	From publisher
Grade Level:	7-10
Subject Area:	World History/World Studies

Overview

The *Scholastic World History Program* is designed for secondary students with below-average reading skills. Consisting of four topical textbooks, each accompanied by a Teacher's Guide and set of duplicating masters, the program seeks to motivate students through the use of high-interest reading materials, full-color illustrations, and student action activities. The first text, *The Rise of the West,* surveys significant milestones of history from prehistoric times to the decline of the Roman Empire. Ancient non-Western cultures of Asia, Africa, and pre-Columbian America are introduced in *Empires Beyond Europe. The Age of Europe* surveys developments of European civilization from the Middle Ages to the early nineteenth century. *The Modern World* focuses on both Western and non-Western historical events that have significantly contributed to shaping the modern world in the past two centuries. Together the materials provide a comprehensive, year-long course in world history with either a thematic or a chronological organization.

Materials and Cost

Student Text: 4 books, each 6" x 9", paperbound, titles as follows:

The Rise of the West. By Ira Peck et al. 208 pp.
Empires Beyond Europe. By William Johnson et al. 208 pp.
The Age of Europe. By Sheila Burns et al. 256 pp.
The Modern World. By William Johnson et al. 224 pp.
$2.95 each

Teacher's Guides: 4 volumes, each 64 pp., 6" x 9", paperbound $3.50 each

(One Teacher's Guide free with each order of 20 or more copies of a single text.)

Additional Materials: 4 sets of duplicating masters, one set per volume, 30-36 masters each set $12.50 per set

Required or Suggested Time

The entire *Scholastic World History Program* is designed as the core material for a one-year world history course. However, individual texts, singly or in various combinations, can also be used for mini-courses on topics such as ancient history, non-Western cultures, or third-world studies. Single books or sections could also serve to supplement other materials.

Intended User Characteristics

While this program is intended for students in 7th through 12th grades, the student books are written at a 6th- to 8th-grade reading level. Short chapters, simple sentence structure, and controlled vocabulary make the books appropriate for average junior high school students or below-average high school students. High interest reading materials, ample, full-color illustrations, and student involvement activities are used to motivate students not having a high interest in traditional history programs.

Rationale and General Objectives

Developers of the *Scholastic World History Program* have sought to provide a set of materials which offers a clear alternative to traditional world history textbooks. The program, without sacrificing historical accuracy, avoids the tendency of traditional textbooks to confront the student with a mass of historical data which is interpreted primarily by the author rather than the learner. The authors have tried to accomplish their "twin goals of high interest and student involvement" by organizing the texts around particular concepts and significant turning points in history and relating this information in story form with accompanying illustrations. Operating on the principle that "students will learn best when they are allowed to participate actively and creatively in the dynamics of the learning process," the program provides many activities for students to develop and use skills for critically analyzing information to develop their own conclusions. The developers' intent is to provide a very flexible program that will succeed in "mixed-ability classes" of students who are at or below grade level in reading and who have various levels of motivation and learning skills.

Content

The four textbooks in the program may be used independently or in any combination. The books are topical in that they concentrate on specific cultures,but chronological in that their topics progress from prehistory to modern times. *The Rise of the West* deals with prehistory, the ancient civilizations of Mesopotamia and the Nile Valley, ancient Greece, the Roman Republic, and the Roman Empire. Social sciences like anthropology and archaeology are introduced as sources of information about early history. *Empire Beyond Europe* examines the non-Western ancient cultures of India, China, pre-Columbian America, Africa, and the Byzantine and moslem Empires. *The Age of Europe* reviews the medieval world, the rise of nations, the Renaissance and Reformation, the age of discovery, and the development of democratic ideas and institutions. *The Modern World* focuses on developments of both Western and non-Western history over the past two centuries that have influenced the formation of the world we know today. With particular emphasis on significant individuals who have strongly influenced our own era, this volume deals with forces such as industrialism, nationalism, democracy,

imperialism, totalitarianism, and modern warfare. Each text opens with a color portfolio of art that serves as a visual overview of topics to be studied. The remainder of each volume is fully illustrated with photos, time lines, diagrams, charts, maps, and cartoons, which are well coordinated with the text. Every chapter begins with a short introduction followed by a series of brief two- to four-page selections in the form of semi-fictionalized accounts, selections from diaries or journals, brief playlets, vignettes, and biographical sketches. For example, a chapter on Athens includes a three-page dialogue between two Athenians named Ariston and Cleros, while a selection about China is based on a conversation between two Mongols named Kadak and Liao. An "Action Project" accompanies each selection and involves students in a variety of social studies skills including decision making, problem solving, writing essays, making value judgments, and interpreting data from maps, graphs, tables, and photos. Further activities are included in the portfolios of duplicating masters which supplement the texts.

Teaching Procedures

A separate Teacher's Guide for each volume set forth instructional objectives, suggested teaching strategies, questions for class discussion, and supplementary activities for each chapter. The duplicating masters include quizzes and exercises that correlate section by section with the texts. A bibliography at the end of each Teacher's Guide lists further resources like fiction and nonfiction books, filmstrips, film loops, films, and records. While the Guides provide many suggestions for class discussion and involvement, extensive opportunities for individual activities are also furnished. The teacher's role as instructor is minimized in favor of organizer, leader, and learning facilitator roles. The Teacher's Guides and the student materials are flexible enough to accommodate several different styles of teaching and learning.

Evaluative Data

In its developmental stages, the *Scholastic World History Program* was evaluated by a panel of historians for authenticity and by a panel of social studies curriculum supervisors for suitability and appropriateness in the curriculum. However, no formal field testing is reported by the publisher.

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PRACTICAL POLITICS AND GOVERNMENT IN THE UNITED STATES

October 15, 1976

Authors:	John R. Madden, Elaine C. Kamarch, John H. Schaetzl, and Michael V. Wallace
Publisher:	Macmillan Publishing Co., Inc. 866 Third Avenue New York, New York 10022
Publication Date:	1976
Availability:	From publisher
Grade Level:	12 (10-11)
Subject Area:	Political Science

Overview

This textbook grew out of Project 18, an ESEA Title III project to develop a course on politics for Pennsylvania students. Project 18 was sponsored by the League of Women Voters of Pennsylvania, the Pennsylvania Department of Education, the Pennsylvania Department of Community Affairs, and the Lower Merion School District in Pennsylvania. The purpose of Project 18 was to develop ways of helping high school seniors exercise their newly-acquired right to vote which resulted from ratification of the 26th Amendment to the U.S. Constitution. Although *Practical Politics and Government* goes far beyond the work of the Project, it retains this practical orientation in its presentation of basic civics content. It emphasizes the political processes underlying the formal institutions of government and highlights skills useful for participating in that process.

Materials and Cost

Student Text: *Practical Politics and Government in the United States.* By John R. Madden et al. 582 pp., 7-3/4" x 9-1/2", harbound	$8.04
Teacher's Edition. 655 pp., 7-3/4" x 9-1/4", hardbound	$8.79

Required or Suggested Time

Practical Politics and Government's ten units or chapters form the basis of a one-year course. Combinations of various units can be used for semester courses. Units can also be used separately for minicourses. The authors encourage selective use of the units.

Intended User Characteristics

While the text is appropriate for 10th- through 12th-grade students of average reading and intellectual abilities, it was designed primarily for 12th graders. Although some reading assingments are rather long, there are fewer such long passages than in other government texts. In addition, there are many exercises in the text that do not depend heavily on reading skills but instead involve students in activities such as small-group work, games, and role playing. Most of these activities, as well as the readings, are likely to stimulate higher interest than traditional American government textbooks. No special teacher background is needed.

Rationale and General Objectives

The authors aim in *Practical Politics and Government* is to combine instruction in factual knowledge of governmental institutions with instruction in practical skills of political participation. They state: "All too often government courses explain how goverment is *supposed* to function but fail to explain how it *actually functions*. That is, they ignore the politics behind government." To accomplish this aim, the authors, have sought to: 1) approach the study of American government realistically rather than idealistically, 2) provide historical descriptions of legal and institutional aspects of government more selectively and not at the expense of treating knowledge of political behavior and experiences in the political process, 3) provide ample opportunities for analysis of political decisions and values using social science investigation techniques, and 4) present in a practical way the conceptual understandings and skills important for effective citizen participation. Specific objectives for each unit are given in both the Teacher's Guide and the student text.

Content

The ten chapters in the text are titled: "The Political Arena: The Process of Coalition"; "Strategies and Tactics: Political Action/ Local Government"; "Voters--Including You: Why People Vote As They Do"; "Getting Out the Vote: Political Parties and Elections"; "I Am Honored to Present...:The Candidate in an Election"; "A Going Concern: Government Agencies/Bureaucracy"; "Action on the Hill: The Congress"; "In the Oval Office: The Presidency"; "On the Bench: The Courts and the Law"; and "Boundaries of Power: Checks and Balances." While the scope of coverage in the text is much the same as that of other American government texts, the emphasis and degree of detail offered are substantially different from traditional texts. For instance, relatively greater attention is paid to voting and party politics than in traditional texts. In the chapter on bureaucracy, rather than enumerating the many federal agencies and their functions, the reading focuses mainly on one, the State Department, and student activities deal with hypothetical problems citizens encounter with beureaucracies at various levels of government. The chapters on the three branches of government give considerable legal and historical background but also offer current, problematic case studies that highlight what the occupants of governmental offices do. The content is quite current, even including a study of Watergate in the final chapter.

Teaching Procedures

The teaching procedures in *Practical Politics and Government* are

varied and creative. Each chapter in the student text begins with an overview presenting a clear picture of the chapter's objectives and the student involvement activities. This is followed by a variety of materials, such as background readings, case studies with reproductions of various documents and directions for analysis, other analytical exercises (for instance, examining the stduents' congressman's activities and positions), games/simulations, role-plays, excerpts from books and articles, picture essays, and periodic "debriefing" questions. To illustrate, the chapter on bureaucracy begins with a background reading on the characteristics of bureaucracies in general. This is followed with a background reading on the U.S. State Department. Both of these readings are well illustrated with diagrams, inset lists, cartoons, and pictures. Following the State Department reading are four case studies: "Alex Redfeather and the Bureau of Indian Affairs"; "Day-Care Mothers"; "Golden Eagle National Forest"; and "Sally Johnson Meets the Motor Vehicle Bureau." Each case study is a hypothetical, problematic encounter between citizens and government agencies and is presented through reproductions of documents like memos, letters, press releases, posters, and newspaper articles. At the end of each is a student assignment, such as assuming the role of a legislative aide who must prepare a report for the congressman, who has been contacted by a citizen complaining about an agency. Following the case studies are debriefing questions. Then comes "The Game of Bureaucracy," for which all instructions and materials are provided in the student text. The chapter ends with a set of debriefing questions on the game. The Teacher's Guide is brief, but helpful. For each chapter, it includes a list of objectives -- more extensive than those described in the student overview, teaching suggestions that go beyond the instructions for activities presented in the student text, such as suggestions for end-of-chapter evaluation, suggestions for further activities, and a brief listing of additional teacher background readings.

Evaluative Data

Although Project 18 was evaluated, the authors do not believe the Project's evaluation report is applicable to this text because it is significantly different from the Project's output. No formal field testing of the text itself has been conducted.

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SCHOLASTIC AMERICAN CITIZENSHIP PROGRAM October 15, 1977

Authors:	Carolyn Jackson, Steven Jantzen, Norman Lunger, Lois Markham, Phillip Parker, and Diana Reische
Publisher:	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632
Publication Date:	1977
Availability:	From publisher
Grade Level:	7-9
Subject Area:	American Government, Civics, and Political Science

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Overview

The *Scholastic American Citizenship Program* is designed for use in basic courses in civics or American government. It consists of four paperback student texts, Teacher's Guides, and skills spirit masters. The four segments could be used together for a year-long course or separately for shorter courses. One text introduces the concept of government, discusses the meaning of democracy as reflected in the *U.S. Constitution* and amendments, and compares the U.S. system with other systems of government. The second text examines the three branches of the federal government, and the third explores state and local governments. The fourth text deals with political action, looking at parties, politicians, campaigns, elections, pressure groups, public opinion, and foreign policy. A hardcover edition of the four paperbacks is being prepared by Scholastic.

Materials and Cost

Student Text: 4 books, 189 or 205 pp., 6-1/3" x 9", paperbound, titles as follows:
Foundations of Our Government. By Steven Jantzen and Carolyn Jackson.
The Presidency, Congress, and the Supreme Court. By Steven Jantzen.
State and Local Government. By Steven Jantzen, Carolyn Jackson, and Norman Lunger.
Politics and People. By Steven Jantzen, Carolyn Jackson, Diana Reische, and Phillip Parker. $ 2.45 each

Teacher's Guides: 4 books, each 64 pp., 7-1/2" x 9", paperbound; one guide to accompany each title $ 3.50 each

Additional Student Materials: 4 sets of *Skills Spirit Masters*, one to supplement each text $ 9.95 each

Required or Suggested Time

Each of the four segments of this program could be used separately for about a quarter of a year's course time; together the four volumes would provide materials for a year-long course.

Intended User Characteristics

The *Scholastic American Citizenship Program* is designed for use in 7th- to 9th-grade basic civics or American government courses. The average reading level of the program is 7th grade according to the publisher. Application of the Fry formula showed the reading difficulty generally to run to the higher side of 7th grade, and there was considerable variation in difficulty from one section to another within texts. The broad range of activities plus the interesting format of the books should stimulate both unmotivated and able students, making the program suitable for typical heterogeneous classes. No special teacher training is needed to use the program.

Rationale and General Objectives

The Teacher's Guides state that the materials in this program are "designed to make the principles and practices of our democractic system of government come alive to students of varying abilities in heterogeneous classes." The central aims of the authors are "to motivate students to *participate* in the learning process" and "to get all students *interested* in reading, thinking, and learning about our system of government." To stimulate this kind of interest and active involvement, the authors have produced volumes with attractive formats and varied content and have suggested many different kinds of learning activities. The Teacher's Guide for each of the four volumes enumerates objectives for each chapter. The objectives are primarily cognitive, but some deal with value issues. For example, the six objectives for Chapter 5, "What Kind of Citizen Are You?" in *Politics and People* are as follows: "1) name and explain four steps used to identify a community problem and help solve it; 2) list, given a specific civic problem, five questions that would need to be answered before deciding what action to take; 3) propose and justify at least one idea for increasing voter registration; 5) describe the process by which an immigrant becomes a naturalized U.S. citizen; and 6) choose, from a list of civic projects, three that seem most worthwhile--and explain the reasons for their choices."

Content

Four paperback student volumes are the basis of the *Scholastic American Citizenship Program. Volume I, Foundations of Our Government,* opens with the question of why government is needed. Democratic government is then contrasted with other forms of government and, finally, the notion of democracy as it has developed in this country is examined through study of the development of the U.S. Constitution. *The Presidency, Congress, and the Supreme Court, Volume II,* examines the three branches of government in the U.S.--how they work individually and how they interact. *Volume III, State and Local Government,* first examines decision making and financing at the state and local levels, then focuses on the operation of the legal systems at those levels. The volume ends with an exploration of a number of state and local policy issues, such as poverty, equal opportunity, and pollution. The last of the four volumes, *Politics and People,* examines political action. The activities of politicians--parties, campaigns, and elections--are discussed, and citizen action is studied by looking at pressure groups, public opinion, and various ways of participating in politics. The format

of all four volumes is visually interesting with many illustrations, photographs, charts, and graphs. The size of pages and placement of graphics keep the print on each page to an amount which should be easily managed by most students.

Teaching Procedures

The Teacher's Guides for the *Scholastic American Citizenship Program* are quite thorough and rich in ideas. There is a separate guide for each student text. For each chapter in the text, the guide provides an overview of the chapter's content; a list of objectives; suggestions for opening the chapter; suggestions about teaching procedures, including discussion questions, student activities, and amplification of instructions for the learning activities described in the student text itself; suggestions for an "action project"; ways of using the "Last Word" section in the student text; and ideas for additional activities to expand the chapter and appeal to students of differing interests and abilities. The guides also contain pre- and post-tests and unit tests. Also included is a teacher's bibliography suggesting additional reading related to the content of specific chapters. In addition, each student text contains a number of learning aids and activity suggestions, including bibliographies of student readings, e.g., "Ten Good Books About Politicians"; glossaries; appendices, such as the *Constitution* and *Declaration of Independence;* artwork designed as an integral part of the learning material case studies; suggestions for action projects, e.g., role-playing, chart-reading, and decision-making activities; and provocative end-of-chapter readings and questions in sections called "The Last Word." Besides the student texts and Teacher's Guides, a set of Skills Spirit Masters, containing tests and supplementary exercises, is available to accompany each volume.

Evaluative Data

The Teacher's Guides note that the program was field-tested, although no specifications of the field-test conditions are given. The Guides state, however, that it was found that "the text's effectiveness can be enhanced by participatory activities. Students conditioned to more conventional texts and classes may be cautious at first about joining in the activities. But if the teacher persists, he or she will soon find students--even those who usually sit passively--responding to some of the learning activities with enthusiasm." Contact the publisher for more detailed information on field testing.

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LAW IN ACTION October 15, 1976

Authors:	Linda Riekes St. Louis Law and Education Project St. Louis, Missouri Sally Mahe St. Louis Law and Education Project St. Louis, Missouri
Publisher:	West Publishing Company 170 Old Country Road Mineola, New York 11501
Publication Date	1975
Availability:	From publisher
Grade Level:	7-9 (6)
Subject Area:	Legal Education

Overview

The *Law in Action Series* is a five-unit curriculum consisting of five student texts with Teacher's Editions and accompanying silent filmstrips. Designed for use with junior high students, the units may serve as the basis of a one-semester course, or they may be used as minicourses or modules in social studies courses. Through readings and activities students are encouraged to see themselves as vital elements in our law-based society. Developers believe that giving students a practical, working knowledge of the law and their rights as citizens will help prevent conflicts between students and authority and reduce antisocial behavior of young people. Created by teachers and coordinators of the St. Louis Law and Education Project, the materials in the curriculum were piloted for four years with more than 8,000 students in the St. Louis public schools.

Materials and Cost

Student Texts: 5 texts, all by Linda Riekes and Sally Mahe, each 7½" x 9½", paperbound, titles as follows: *Lawmaking*, 117 pp., *Young Consumers*, 93 pp.; *Youth Attitudes and Police*, 121 pp., *Courts and Trials*, 139 pp. Price per book depends on total number of copies purchased:

1-9 copies	$3.25 per book
10-99 copies	$2.75 per book
100 or more copies	$2.50 per book
Additional Student Materials:	
5 filmstrips, titles same as texts	$6.00 per strip

Teacher's Guides: Each student text has an annotated Teacher's Edition. Volumes vary from 96 to 139 pp. Per volume price is the same as student texts.

Required or Suggested Time

The five unit booklets can be used together as the basis of a one-semester course in legal education. They can be used individually as minicourses or as modules in ongoing social studies programs. A wide variety of suggested activities and teaching procedures are included in the booklets; the time needed to complete the activities ranges from part of a class period to several days.

Intended User Characteristics

The materials were designed for students in grades 7 through 9. However, the texts are easy to read and could be used with 6th-grade students of average reading ability.

Rationale and General Objectives

The authors of the *Law in Action Series* believe that many students complete their school experience with little understanding of their role in society. Neither do they understand their rights and responsibilities under the law or the ways in which law is relevant to their own lives. Therefore, the materials in this program are designed to provide students a practical and functional understanding of the law and a feeling that they can contribute something to their society. It is hoped that, by giving students the "knowledge and tools to work successfully within the system," crime and antisocial behavior will be reduced. Students, as citizens, will learn to use their knowledge of the law, not only as an instrument of social change, but also as an aid in everyday life activities such as buying a car or reading a contract. *Law in Action* helps uncomplicate the law by putting it into a context students can easily identify with. Suggested activities allow students to personally experience the law's meaning and relevance to their roles in society. General objectives for each of the five units are specified in the teacher's editions.

Content

The five units in *Law and Action* deal with topics about our system of government and lawmaking. The information is related to everyday experiences, making the materials more relevant to students. The focus in *Lawmaking* is on the importance and necessity of law. Students are encouraged to understand and participate in lawmaking as it functions in a constitutional democracy. By examining consumer-related issues such as contracts and advertising claims, students learn in *Young Consumers* how to distinguish fact from puffery, where to go for help with consumer problems, and what rights and responsibilities buyers have. In *Juvenile Problems and Law* students explore some of the reasons for certain principles and structures of law. Legal procedure, as it affects minors, is also examined. Using *Youth Attitudes and Police,* students study police, legal authority, and the procedural rules governing law enforecement. Students are helped to consider their own attitudes as they try to solve problems confronting police officers. *In Courts and Trials* the emphases are on the strengths and weaknesses of the court system and the ways citizens can instigate reform and insure justice.

Problem solving and decision making are emphasized throughout all five units. For example, one exercise in *Young Consumers* presents a cartoon series depicting a young man, Bill, purchasing some sneakers which are on sale. The sneakers are faulty and fall apart after one wearing. Students read the cartoon and either role play or discuss what Bill may encounter if he tries to return the sneakers. Students then make up their own cartoons about problems they have had when making purchases.

Teaching Procedures

The major instructional goal of this series is to provide students an understanding of the law and its relationship to their lives. The authors attempt to achieve this goal by presenting activities which involve students in a variety of legal problems. The authors believe that acquisition and retention of factual information will grow naturally from this involvement. Open-ended discussion, role play, mock trials, case studies, and community involvement are among the strategies emphasized. Specific learning objectives and suggestions are included at the beginning of each lesson. Teachers are responsible for organizing activities and making arrangements for community involvement. It is also up to the teacher to determine course structure, sequencing of activities, and use of materials. Opportunities for including judges, attorneys, and police officers in the teaching/learning experience are suggested.

Evaluative Data

Prior to publication, *Law in Action* was pilot-tested for four years with 8000 students in the St. Louis, Missouri, metropolitan area. The evaluation data gathered were primarily anecdotal. Results of the testing can be obtained from the materials' authors.

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LIVING LAW PROGRAM
CIVIL JUSTICE and CRIMINAL JUSTICE

Developers:	Constitutional Rights Foundation and Scholastic Book Services
Publisher:	Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632
Publication Date:	1978
Availability:	From publisher
Grade Level:	7-12
Subject Area:	Legal Education

Overview

The *Living Law Program* is comprised of two volumes. *Civil Justice* examines consumer law; contracts; housing law; damages, injuries, and insults; and family laws, while *Criminal Justice* provides an overview of the criminal justice system and detailed descriptions of police work, the judiciary, and the corrections system. An important feature of the program is the extensive use of community-based learning experiences. *Living Law* is an outgrowth of a previous Constitutional Rights Foundation project which focused on criminal justice. This earlier project, developed under a grant from the U.S. Justice Department's Law Enforcement Assistance Administration, was extensively field-tested in both junior and senior high schools. Based on the field test, the materials were revised, and a second component focusing on civil justice was added to form the *Living Law Program.*

Materials and Cost

Student Texts: *Living Law: Civil Justice.* By Susan McKay. 224 pp. *Living Law: Criminal Justice.* By Carl Martz and Rebecca Novelli. 221 pp.; each 7 1/2" x 9 1/4", paperbound $ 2.95 each

Teacher's Guides: 55 pp. each, 7 1/2" x 9 1/4", paperbound. (Free with order of 25 texts.) $ 3.50 each

Additional Materials: 2 sets Spirit Masters, 35 pp. each, 8 1/2" x 11": $ 9.95 each

Required or Suggested Time

Each text is designed for a one semester course. Together, they constitute a one-year sequence in legal education. Individual units or chapters may be used as supplemental materials for varying lengths of time.

Intended User Characteristics

These materials are intended for use in junior and senior high legal education classes or related courses in government, citizenship, consumerism, history, and current issues. The average reading level, according to the Fry graph, is 7th grade. Many of the activities are open-ended and can be developed to a degree compatible with student interest and abilities.

The texts are exemplary in their avoidance of sexual and ethnic stereotypes. No special teacher preparation is necessary, but experience with inquiry learning, values education, action learning, and peer tutoring would be helpful. The Teacher's Guides provide some assistance in using community resource persons, planning and carrying out field activities, and organizing peer teaching. Recommended activities require extensive school-community contact. Although these activities could conceivably be deleted, the program would be deprived of much of its strength. Therefore, it may be essential to elicit administrative support for some of the suggested activities.

Rationale and General Objectives

The *Living Law Program* has three primary objectives. First, it seeks to facilitate the acquisition of a realistic understanding of the American legal system by examining the actual function of the system, not just the ideal model. The second major objective focuses upon the acquisition of knowledge about law and constitutional rights. Students should understand that the law offers both privileges and retraints and is constantly evolving. The third major objective of the *Living Law Program* is to develop students' skills. "Analytical skills are sharpened through lessons requiring interpretation of information and data, legal reasoning, values clarification, and problem solving." The materials also seek to facilitate the development of basic reading, observing, and writing skills; optional activities promote the growth of vocabulary and study skills.

Content

Each volume of the *Living Law Program* focuses upon one branch of the law. *Living Law: Criminal Justice* begins with a general overview of the criminal justice system. The first chapter introduces students to John and Laurie who are arrested for grand theft--auto. A one-year difference in their ages means that John must go through the adult criminal justice system, while Laurie goes through the juvenile justice system. Through their story, students meet lawyers, public defenders, police officers, witnesses, district attorneys, judges, and probation officers and become familiar with the concepts of bail, plea bargaining, and sentencing. Students are asked to form opinions on some of the major issues in the criminal justice system today. The remainder of Part 1 examines causes of crime, origins of law, and the rights of the accused. Part 2 focuses on law enforcement and the constitutional guarantees affecting law enforcement practices in the U.S. Part 3 examines the court system and includes chapters on "The Right to a Fair Trial," "Lawyers and Law," "The Trial," and "Juvenile Justice." The penal system is the subject of the final part. This part examines the problem of punishment, life behind bars for adults and for juveniles, probation, parole, and the death penalty. *Living Law: Civil Justice* includes five parts. Part 1, "Consumer Law," gives students a clearer view of their legal rights and responsibilities as consumers. Part 2 defines contracts and examines how various kinds of contracts hold up in court. Part 3 is a study of housing law. The fourth part acquaints students with "their own and others' rights, responsibilities, and liabilities in regard to certain types of negligent and intentional torts." One chapter focuses on accidental injuries and another examines deliberate injuries. The final part is a study of family law, including chapters on "Marriage and After" and "Parents and Children."

Teaching Procedures

Living Law asks students to engage in a wide variety of learning activities including reading, discussion, role play, value clarification, debate, peer teaching, field trips, writing, and a variety of community-based learning activities. Particular attention is paid to students' abilities to analyze synthesize, and hypothesize. Students are required to interpret

printed data, charts, graphs, pictures, discussion, and verbal interaction. The Teachers' Guides have a standard format for each chapter. They list performance objectives, offer suggestions for introducing the material, provide lesson plans for each section, suggest activities, and include follow-up activities for summing up the lessons.

Evaluative Data

Youth and the Administration of Justice, the program from which *Living Law* was developed, was field-tested with a sample of approximately 2100 junior and senior high students in the Los Angeles Unified School District. This testing program measured content learning, attitude changes, and changes in stages of moral reasoning on the Kohlberg scale. Preliminary results are summarized in the Teachers' Guides. Further information is available from Stephen M. Lewin, Project Director, *Living Law Program*, Scholastic Book Services, 50 West 44th Street, New York, NY 10036.

Date Sheet reprinted in its entirety with the permission of Social Science Education Consortium, Inc., Boulder, Colorado 80302.

PSYCHOLOGY: UNDERSTANDING OURSELVES AND OTHERS — October 15, 1977

Authors:	Norman Tallent and Charlotte I. Spungin
Publisher:	American Book Company 450 West 33rd Street New York, New York 10001
Publication Date:	1977
Availability:	From publisher
Grade Level:	9-12
Subject Area:	Psychology

Overview

Psychology: Understanding Ourselves and Others is designed to be used as the basal text in an introductory psychology course for students in grades 9-12. The authors state, "Emphasis is placed, throughout, on relating the findings of psychologists to the needs and questions of today's youth." The authors favor an eclectic approach to this goal, providing students with the theories of many psychologists rather than focusing on the work of a selected few. In the first third of the book, popular misconceptions about the nature of psychological health are examined and works of noted psychologists are introduced. The second third of the book deals with the issues of "troubled personality"--its causes, treatment, and prevention. The final portion of the book considers the nature of intelligence, learning, and personality evaluation techniques. Each chapter in the student text concludes with a summary of important concepts, a list of "questions to think about," suggestions for activities, and an extensive list of outside reading materials. In addition, there are several "feature sections" which highlight the work of selected psychologists, illustrate chapter concepts with case studies, and focus student attention on current issues in psychology. The text is liberally illustrated with photos, drawings, and cartoons, many of which portray women and members of ethnic groups. The Teacher's Guide provides overall program objectives as well as specific chapter goals, a concise overview of each chapter, a list of supplementary materials to reinforce chapter content, and answers to chapter questions in the student text. A book of spirit masters contains additional short activities, often in the form of puzzles, and chapter tests which may be supplemented by teacher-designed essay questions.

Materials and Cost

Student Text: *Psychology: Understanding Ourselves and Others.* By Norman Tallent and Charlotte I. Spungin. 518 pp., 8-1/2" x 9-1/2", hardbound	$ 7.20
Additional Student Materials: *Activities and Tests.* 72 pp., 8-1/4" x 11", paperbound	$16.68
Teacher's Guide: By Norman Tallent and Charlotte I. Spungin. 44 pp., 8-1/4" x 11", paperbound	$ 1.38

Required or Suggested Time

Use of the activities and the supplemental material found in both the student text and Teacher's Guide of *Psychology: Understanding Ourselves and Others* would require a full year's course work to complete. By eliminating many of the activities at the end of each chapter, the text could be used in a one-semester course.

Intended User Characteristics

This text is intended as the basal material in secondary-level, introductory psychology courses. Because of its reading level, *Psychology: Understanding Ourselves and Others* is best suited for 11th- and 12th-grade students of average ability or for above-average students in grades 9 and 10. The Fry formula shows the text's reading level to be between 10th and 11th grade. The nature of the content and the use of technical psychological terms tend to raise the overall reading level of the book. However, these factors are offset to some degree by a glossary at the end of the student text which defines terms concisely and simply; in addition, terms are defined in context at least once. Also, the material is presented in a high-interest format, with frequent photos and illustrations, and the authors are careful to provide examples of complex concepts that are within students' areas of interest and comprehension. To most effectively use these materials, a teacher should have a background in psychology.

Rationale and General Objectives

In their introduction to the Teacher's Guide, the authors of *Psychology* state, "Most of the students in an introductory psychology course will be seeking to find answers to the traditional and current questions of youth. Most will also wish to learn something of life in general and of human relationships in particular. It is to these topics, then, that this textbook is directed." Through examination of the complexities of human interaction, students are encouraged to develop awareness and understanding of themselves and others, to recognize and deal with problems of imminent adulthood, and to use an understanding of the nature of "wholesome personality" to achieve psychological health. The Teacher's Guide provides a set of general objectives for the course along with specific chapter goals which are primarily cognitive.

Content

The content of *Psychology: Understanding Ourselves and Others* provides a comprehensive introduction to the basic topics and issues of psychology. The text is divided into thirds, with each portion of the book dealing with a separate broad subject related to the study of human behavior. In the first section of the book, students explore the nature of psychological health and are introduced to the work of several eminent psychologists. Chapter titles in this section are "The Need to Understand Ourselves and Others," "What is Personality?" "Wholesome Personality and Social Behavior," and "Achieving Wholesome Personality." The second third of the book deals with the topic of "troubled personality," examining the causes, treatment, and possible prevention of personality disorders. Chapters in this portion of the text are "What is Troubled Personality?: "Severe, Disabling, and Lifelong Disorders," "Alcohol Abuse," "Drug Abuse," "The Many Causes of Troubled Personality," and "Help for Troubled Personality." The final portion of the book investigates the nature

of intelligence, the process of learning, and the uses and reasons for personality testing. Titles of chapters in this part of the text are "What is Intelligence?" "Intelligence and Effective Living," "How Do We Learn?" "Learning and Its Application to Life," "Evaluating Personality," and "Rating and Psychological Tests." The book concludes with a brief section on careers in psychology and a glossary. Throughout the text, black and white and brown-tone photographs are used to support the narrative.

Teaching Procedures

For each chapter of *Psychology: Understanding Ourselves and Others*, the Teacher's Guide provides an overview, a set of chapter goals, and a list of supplemental materials. By using the overview and chapter goals, the authors suggest that teachers may more effectively prepare lesson plans and review sessions. The student text includes a list of "questions to think about" at the end of each chapter, and the teacher may assign these questions or use them to stimulate class discussion. Answers to the questions are provided in the Guide. In addition, each chapter includes suggested activities which deal with concepts introduced in the chapter. Supplemental materials noted in the Guide include films, books, and recordings, with annotations that describe the length and content of the films and recordings. Ordering information is also provided. A book of spirit masters contains one activity and one test for each chapter of the student text. The tests are, for the most part, in a true-false, multiple-choice, and fill-in-the-blank format. Activities suggested on the spirit masters include puzzles and scrambled word problems which use the terms introduced in the chapter. Answers to the test questions and activities are printed in red on the masters for the teacher's convenience. Beyond these aids, the Teacher's Guide provides no specific procedures or strategies, leaving the teacher free to develop the course as he or she sees fit.

Evaluative Data

The publisher reports that the textbook has not been formally field-tested.

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SOCIOLOGY: PEOPLE IN GROUPS March 15, 1978

Authors:	Peter H. Dublin, Betty L. S. Bardige, Robert M. Harrington, and Jacqueline Jacqueline H. Walsh
Publisher:	Science Research Associates, Inc. 155 North Wacker Drive Chicago, Illinois 60606
Publication Date:	1978
Availability:	From publisher
Grade Level:	9-12
Subject Area:	Sociology

Overview

Sociology: People in Groups is a 16-chapter basal text, accompanied by a Teacher's Guide and a student activity booklet. It embodies the idea of a "fusion curriculum," which combines information from traditional sociology with personal information from students' own lives. The intent is to make sociology relevant without abandoning its technical aspects. Sociological facts, concepts, and analogies are presented to encourage the students to reach higher levels of thinking. The text includes a variety of teaching strategies for each lesson, making it useful with high school students of different ability levels.

Materials and Cost

Student Text: *Sociology: People in Groups*, By Peter H. Dublin et al. 482 pp., 7 3/4" x 9 1/2", hardbound	$7.95
Additional Student Materials: *Activity Book.* 121 pp., 7 1/4" x 9 1/8", paperbound	$2.45
Teachers's Guide: By Peter H. Kelman. 59 pp., 7" x 9", paperbound	$1.75

Required or Suggested Time

Sociology: People in Groups could be used in either a semester course or a one-year course. If the course is one semester or 16 teaching weeks long, the Teacher's Guide suggests one chapter in the text could be covered each week. As the Guide states, this is a very brisk pace which requires either that (1) some of the activities be done as homework or (2) some lessons, chapters, or units be omitted. The author of the Guide advises against eliminating student activities, which are the most time-consuming, but perhaps the most potent, part of the course. If the book is used in a full academic year, two weeks could be devoted to each chapter, providing ample time for all activities.

Intended User Characteristics

The student materials have been designed for high school students with an average reading level of 8.1, as assessed by the Fry and Dale-Chall readability indices. Students need no background in sociology to understand these introductory materials. The Teacher's Guide

assumes that the teacher has some familiarity with sociological content, but it also provides many suggestions on how to present particular issues, how to approach the course as a whole, and how to use the fusion curriculum effectively.

Rationale and General Objectives

Three general assumptions comprise the rationale: (1) that sociology as a discipline, to be meaningful, must be fused with issues in the students' own lives; (2) that there is no best method for teaching or learning, and hence a variety of modes is necessary; and (3) that student activities are "the key to helping young people acquire and manipulate information." The overriding goal of the material is to help students understand the ways groups affect their members and vice versa. General objectives are to present the basic concepts of sociology, such as culture, family, deviance, race, and community, in a fashion that is relevant to high school students; to involve the students in activities related to these concepts; and to offer clear suggestions and support to the teacher.

Content

The materials are organized into four units with four chapters each. The first unit concerns organization of social life, and includes culture, socialization, the family, and deviance. The second unit, focusing on inequality, has chapters on social class, sex and age differences, race and ethnicity, and whether inequality is inevitable. Unit three deals with social institutions. Education, law and government, religion, and limits and alternatives to institutions are discussed in separate chapters. In the final unit four areas of social change are analyzed: industrialization and modernization, community and urbanization, social movements and collective behavior, and limits of growth and change. Each of the 48 lessons contains three sections: The first section is a short sociological narrative, such as a statement about cultural change, illustrated with frequent pictures and photographs. The second section is a reading, often personal, fictional, or satirical. An example is a reading called "The Guilty Housewife," which describes the plight of the housewife who feels guilty about not going out to work (a reversal of the "guilty career woman" situation of two decades ago). The last section in each lesson is a set of student activities, such as interviewing, role-playing, discussion, and describing sociological scenes in photographs. The student *Activity Book* provides further activities and thought-provoking cartoons keyed to each lesson in the text. A page-long test concludes every chapter in the *Activity Book*. Various types of items, mostly short-answer and essay, are included. The Teacher's Guide contains sections on the fusion curriculum philosophy, features of the course, student and teacher roles, course planning, classroom management, testing, and teaching suggestions for each chapter in the text.

Teaching Procedures

The Teacher's Guide encourages the teacher to create a classroom atmosphere in which students cooperate with each other and in which the focus of learning is shifted from the teacher to the students whenever appropriate. Teachers are urged to consider rearranging desks into circles or cluster; to decide whether or not to assign homework, based upon the students' characteristics; to read technical information to the

the class orally if necessary; to consider non-traditional grading strategies for the course; to integrate tests naturally into classroom activities; and to capitalize upon student activities as a powerful way of learning. A variety of specific suggestions for teaching the three-part lessons are given. Suggestions for dealing with the sociological narrative range from using it as an oral teacher presentation, to having students read it in preparation for a small group discussion, to not to using it at all. The readings in each lesson should be introduced with questions structured to bring out important sociological and personal issues. Such questions are provided in the text and Teacher's Guide. Activities form the third part of each lesson. The Guide states that "the extent to which the course is activity-oriented is ultimately dependent upon (the teacher's) judgment and everyday curricular decisions" To encourage teachers to use activities a variety of activity types have been included. These are: "straight analytic, straight-forward application, sociological research, open-ended, and personal."

Evaluative Data

The authors state that extensive field testing has been done with the materials. Sample teacher questionnaires from the field-test data indicate that the reading level is about right; that normally uninvolved students participate in classroom activities a little more than usual; that teachers are pleased with the degree of emotional involvement of students; and that teacher preparation time is about the same as it is with other sociology texts. The many positive and negative comments received were taken into account for the final published edition. Field-test data have not been published and are not generally available.

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SOCIOLOGY: THE STUDY OF HUMAN RELATIONSHIPS

March 15, 1977
Revised

Authors:	W. LaVerne Thomas, Teacher Wheat Ridge High School Wheat Ridge, Colorado Robert J. Anderson Assistant Professor of Sociology Trenton State College Trenton, New Jersey
Publisher:	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017
Publication Date:	1977 (rev.ed.)
Availability:	From publisher
Grade Level:	10-12
Subject Area:	Sociology

Overview

The student text, activity manual, and *Teacher's Guide for Sociology: The Study of Human Relationships* provide material for a year-long or semester-long high school course in sociology. Selected portions of the materials could also be used for several semester-length and shorter courses on subtopics within sociology, such as social problems. The major concepts presented in the materials are culture, social organization, collective behavior, and social institutions. Sociological research methodology, social problems, and the relationship between the student as an individual and society are also stressed. A wide variety of learning strategies are suggested in all three components of the program.

Materials and Cost

Student Text: *The Study of Human Relationships.* 2nd.ed. By W. LaVerne Thomas and Robert J. Anderson. 485 pp., 7-3/4" x 9-1/2", hardbound $ 7.80

Additional Student Materials: *Experiences in Sociology* (student activity manual). By W. LaVerne Thomas and James H. Norton. 93 pp., 8-3/4" x 11", paperbound $ 1.95

Teacher's Guide: *Teacher's Manual for Sociology: The Study of Human Relationships.* By W. LaVerne Thomas and Robert J. Anderson. 107 pp., 6-1/4" x 9", paperbound $ 1.50

Required or Suggested Time

The materials for *Sociology: The Study of Human Relationships* are designed to be flexible. The Teacher's Guide describes a number of possible course organizations ranging in length from one quarter to a whole year. Specific chapters and sections of chapters that might be used in each of the suggested course organizations are enumerated, along with estimates of class time needed for each.

Intended User Characteristics

Although the publisher does not specify a reading level for these materials, they appear to be most appropriate for average to above-average high school students. The topics treated also appear to be appropriate for 10th to 12th graders. No special teacher qualifications or school facilities are needed to use the materials.

Rationale and General Objectives

The authors offer several reasons for teaching sociology at the high school level: students at this age are very concerned about human relationships, societal problems, and their own relationships to society; students will need a basic understanding of concepts dealing with human relationships as they begin to take part in solving society's problems and their own problems; for college-bound students, basic knowledge of sociology is an important foundation for post-secondary education; and for noncollege-bound students, a high school sociology course is the only opportunity to pursue formal study of sociological concepts. Seven objectives for a high school sociology course using the materials are recommended by the authors in the Teacher's Guide: "1) To help students develop the ability to look at the social world around them more objectively, instead of viewing it as they want to see it or as others might want them to see it. 2) To help students gain insight into how society is structured and how it functions. 3) To give students an opportunity to use some of the research techniques of sociology. 4) To help students see how their lives are influenced by society and social institutions and how they, in turn, have some influence on the total society. 5) To help students become aware of some of the problems in our society, and give them a chance to consider possible solutions to these problems. 6) To give students opportunity to look realistically and objectively at their goals for the future so that they can plan for fulfilling lives as members of the society. 7) To help students develop an interest in their social world that will continue after the sociology course is completed."

Content

The student text in the *Sociology: The Study of Human Relationships* program is divided into a prologue, five units, and an epilogue. The prologue (one chapter) deals with what sociology is and the methods used by sociologists. The four chapters of Unit One focus on culture: the meaning of the term; cultural values, norms, and sanctions; deviation from cultural norms; and the relationships between culture and personality. Unit Two deals with social organization. Its four chapters examine social groups, social stratification, minorities in the social structure, and population and human ecology. The two chapters of Unit Three are concerned with collective behavior--unstructured behavior and mass communication. Social institutions are dealt with in the fourth unit. The first chapter of this unit gives an overview of the concept of social institution and the next four chapters deal respectively with the family, education, religion, and the economy and

government. Unit Five, on social problems, is the longest of the book. An overview of the sociologist's approach to social problems is followed by chapters on specific problems: equal rights, ecology, crime, poverty, and aging. The two chapters in the epilogue attend to the question of students' educational and vocational goals and their interpersonal relationships. Ethnic groups are well represented in both the narrative and illustrations.

Teaching Procedures

The student text contains opening activities for each chapter and unit, consisting of cartoons and photographs with questions directing students' attention to the purpose of the material that follows. The chapters are divided into sections, each of which is appropriate for one reading assignment. Each section contains a "section review" and a list of key terms. Following every few chapters is a "highlights" section, two or three pages in length, dealing with some specific problem related to the preceding chapters and illustrating the sociological method of investigation. At the end of each chapter are three sets of suggestions: Projects and activities ideas, topics for inquiry, and suggestions of fiction and nonfiction books for further reading. The student activity manual, *Experiences in Sociology,* contains at least two project suggestions for almost every chapter in the text. The projects involve students in research, sociodrama, small group exercises, and the like. They are intended to give students experiences in inductive thinking. The Teacher's Guide gives directions for conducting these projects. Additionally, for each chapter in the text. the Guide enumerates major points of content that should be emphasized and suggests other projects and activities. The Guide strongly recommends that lectures be kept short and used sparingly, that students be assigned reading in the text only two to three times per week, and that extensive use be made of the suggested activities and projects. More activities and projects are described than can be used, even in a full year's course. The weakest aspect of the program is its provision for student evaluation. The Guide advises against heavy reliance on objective tests and provides some general guidelines for preparing and grading essay tests in such a way that they will not overly burden the teacher's limited time. However, no test questions--objective or essay--are provided.

Evaluative Data

No evaluative data are available and there is no indication that the materials have been field-tested.

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SOCIOLOGY: UNDERSTANDING SOCIETY

Authors:	Peter I. Rose, Penina M. Glazer, and Myron Glazer
Publisher:	Prentice-Hall, Inc. Educational Book Division Englewood Cliffs, New Jersey 07632
Publication Date:	1978
Availability:	From publisher
Grade Level:	10-12
Subject Area:	Sociology

Overview

Sociology: Understanding Society is a flexible text for high school students that may be used in a quarter-long, semester-long, or year-long introductory sociology course or as the basis for a social problems course. Major units of the text focus on society and culture, the socialization process, problems of social mobility, and continuity and change. A special unit on the process of conducting sociological research concludes the text. Three full-color photo essays, numerous case studies, first person accounts, and marginal definitions of new and unfamiliar words are included to make the text interesting and clearly understood.

Materials and Cost

Student Test: *Sociology: Understanding Society*. By Peter Rose et al. 470 pp., 8 1/4" x 10 1/4", hardbound $ 9.48

Teacher's Guide: By Deborah A. Parks and Thomas R. Leidich. 200 pp., 6" x 9", paperbound $ 3.51

Required or Suggested Time

The Teacher's Guide describes multiple course options for using the text since the time allotted for sociology courses varies from one high school to another. The options suggested are a year-long course; two, one-semester courses in introductory sociology--one for very able students and one for students of average ability; a quarter course in the traditional topics of sociology; a quarter course on the basic nature and scope of sociology with an overview of social problems; and a semester course on social problems. For each option, the Guide suggests selected chapter readings and estimated class time required for each chapter to be covered adequately. Generally, one to two weeks are allowed for each chapter.

Intended User Characteristics

Sociology: Understanding Society is designed for use by both college-bound and noncollege-bound senior high school students within the normal range of intellectual capability. The average reading level is 10th grade based on an analysis using the Fry *Graph for Estimating Readability*. As an aid to students with reading difficulties, the Teacher's Guide suggests, for

each chapter, supplementary reading activities designed to help students develop good reading techniques and habits. Though some knowledge of sociology would be helpful, there are no special teacher qualifications required to use the text for any of the course options outlined in the Teacher's Guide.

Rationale and General Objectives

The authors' stated goal is "to offer high school students a lively, interesting, and challenging introduction to the ways sociologists investigate, describe, and analyze social life." The purpose of the text is to help students understand society in the broadest sense of the term and to stimulate them to become personally involved in the content investigated. According to the Teacher's Guide, students using the text should learn to appreciate "the scientific nature of sociology and become more thoughtful about what they do and see, and how they behave and what they hope to be." For each chapter, the Teacher's Guide specifies knowledge objectives, skill objectives, and attitude objectives for major concepts covered in the chapter. For example, in the chapter on "Roles and Relationships," objectives identified for the concept of "labels" are: (1) knowledge objectives--to define status, to distinguish between assigned status and achieved status, to understand the use of labels; (2) skill objectives--to list examples of statuses students have been assigned and statuses they have achieved; (3) attitude objectives--to realize each of us has a number of statuses and to recognize the value of labels.

Content

Sociology: Understanding Society is organized into five units. Unit One introduces some of the basic concepts of sociology, including culture, society, norms and values, roles, and relationships. The second unit explores the ongoing process of socialization among children,adolescents, and adults. It also deals with the concept of "resocialization," discussing military training camps, mental hospitals, prisons, and concentration camp. Unit three deals with the problems of social mobility. This unit investigates the structure of society and, particularly, the significance of social class, race, ethnic group membership, and poverty in the United States. The fourth unit covers the processes of continuity and change as reflected in the nature of community, the character and quality of urban life, and the sources and consequences of social change. The final unit differs in form and style. It focuses on the research process and is designed to help students learn to identify problems, form hypotheses, gather data, conduct surveys, analyze data, and prepare research reports. The text concludes with a detailed glossary of sociological terms, a list of the contributions of significant sociologists, and an annotated bibliography of relevant source materials. Throughout the text, each chapter concludes with a brief recap or summary and chapter application suggesting brief extension activities designed to broaden student experience and exposure.

Teaching Procedures

The Teacher's Guide suggests procedures involving students in a variety of skill-building activities, including individual and group work, recitation, role-playing, gathering and analyzing data, critically using written and pictorial materials, and drawing generalizations and conclusions. For each chapter of the student text the Teacher's Guide presents a brief overview; a list of important personalities, names, and ideas; a series of introductory, developmental, and culminating activities from which to choose; test items; and supplementary reading activities. Numerous and varied activities are suggested, allowing teachers to select those that are most appropriate to the students and the individual teacher's style. This also

allows for flexibility in the amount of time devoted to each chapter, the degree of in-depth student involvement in exploring a given content area, and the instructional processes used.

Evaluative Data

High school teachers from Florida, California, Michigan, Georgia, Kansas, New York, and Texas assisted during the development of the text by reading the manuscript, using selected lessons in their classes, and having students read portions of the text for readability and interest level. Many of their suggestions were incorporated into the published edition of the text.

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APPENDICES*

A. SOCIAL STUDIES RESOURCE GUIDES AND MATERIALS

B. SOCIAL STUDIES MATERIALS PUBLISHED IN 1978

* SUPPLEMENTAL INFORMATION ON INSTRUCTIONAL MATERIALS AND OTHER RESOURCE MATERIALS WILL BE SENT PERIODICALLY FOR INCLUSION IN THIS SECTION.

A. SOCIAL STUDIES RESOURCE GUIDES AND MATERIALS

Department of Education

Title of Publication	Purpose
Secondary Social Studies Program Guide	
Our Cultural Heritage	Grade 7 - teacher resource guide
Hawaii's Economy	Grade 7 - teacher resource guide
Basic Issues and Problems in the United States	Grade 8 - teacher resource guide
World Cultures	Grade 9 - teacher resource guide
World History	Grade 9 - teacher resource guide
A Study of the American National Character	Grade 10 - teacher resource guide
U. S. History	Grade 10 - teacher resource guide
Citizenship Education	Grade 10 - teacher resource guide
American History Day	Grades 10-12 - student resource book
A Survey of Legal Education Materials for Youth	Grades 8-12 - teacher resource guide
Modern History of Hawaii	Grades 11-12 - teacher resource guide
The Saga of Ihu Nui	Grades 11-12 - student resource book

B. SOCIAL STUDIES MATERIALS PUBLISHED IN 1978

This listing includes materials representative of what is currently available in the field of secondary social studies education. Fuller descriptions of textbooks can be found in the Approved Instructional Materials document. Cost information should be verified with the publisher.

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AFFECTIVE EDUCATION					
1. Beauty	Interact Company	8-12	Supp.	individual learning project	$ 5.00
2. Decision Making Skills	Guidance Associates	10-12	Supp.	3 full color filmstrips 3 cassettes/records	$ 72.50
3. Emotion: A Critical Analysis for Children	The Language Press	3-12	Supp.	student text (paperbound)	$ 4.95
4. How Do I See Myself?	Sunburst Communications	8-12	Supp.	2 color filmstrips 2 records/cassettes teacher's guide	$ 59.00
5. Humor: A Critical Analysis for Children	The Language Press	3-12	Supp.	student text (paperbound)	$ 6.95
6. Love	Interact Company	8-12	Supp.	individual learning project	$ 5.00
7. Love: The Human Essential	Sunburst Communications	8-12	Supp.	2 color filmstrips 2 records/cassettes teacher's guide	$ 59.00
8. Time: A Critical Analysis for Children	The Language Press	3-12	Supp.	student text (paperbound)	$ 4.95
9. Wharton Attitude Survey	Paul S. Amidon & Associates, Inc.	6-10	Supp.	35 copies of survey form coordinator's booklet	$ 12.50

Title	Publisher	Grade Level	Time Required	Type of Material	Price
AMERICAN GOVERNMENT/CIVICS/POLITICAL SCIENCE					
10. American Citizenship Filmstrip Program	Scholastic Book Services	7-12	Supp.	4 color, sound filmstrip units w/records or cassettes	$ 79.50 each
11. American Society	American Book Company	7-12	Yr.	student text (hardbound) teacher's edition workbook teacher's edition (workbook) tests (duplicating masters)	$ 13.72 $ 15.04 $ 4.32 $ 5.44 $ 24.44
12. Associated Press Special Report. The Department of State	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	$ 50.00
13. Associated Press Special Report. The First Amendment: Freedom of the Press	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	$ 50.00
14. Associated Press Special Report: Juries	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	$ 50.00
15. Civics	Follet Publishing Company	7-12	Yr.	student text (hardbound) teacher's guide	$ 9.96 $ 3.93
16. Communist Party and Soviet Government	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/cassette teacher's guide	$ 23.00
17. Congress	Harwell Associates	6-12	Supp.	educational simulation	$ 22.00
18. The Constitution	Scott, Foresman and Company	7-12	Supp.	student text (paperbound) tests (duplicating masters)	$ 2.34 $ 2.61

Title	Publisher	Grade Level	Time Required	Type of Material	Price
19. Crucial Issues in American Government Series: The Future of American Government: What Will It Be? Social Policy: What Is It and How Is It Formed? Participation, Protest, and Apathy: A Question of Involvement?	Allyn and Bacon, Inc.	7-12	Supp.	3 student texts	$ 2.70 each
20. Democracy	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	$ 2.80
21. The Idea of Liberty-First Amendment Freedoms	West Publishing Co.	11-12	Quart.	student text (paperbound)	$ 4.00
22. The Jury System	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 cassettes program guide	$ 52.00
23. Magruder's American Government (62nd annual edition)	Allyn and Bacon, Inc.	9-12	Yr.	student text (hardbound) teacher's guide workbook (duplicating masters) tests (duplicating masters)	$ 10.65 $ 3.00 $ 28.50 $ 28.50
24. Our Living Constitution	National Geographic Society	5-12	Supp.	2 filmstrips 2 cassettes 2 teacher's manuals	$ 35.00
25. State and Local Government in Action	Educational Enrichment Materials	7-12	Supp.	6 color filmstrips w/ cassettes 12 duplicating masters 2 wall charts teacher's guide	$130.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
26. Voting-As If Your Life Depended On It	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips 1 cassette	$ 19.95
27. Who Runs Your Town?	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstirps 1 cassette	$ 19.95
28. Youth and the Law I. American Law: Where It Comes From, What It Means	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips 1 cassette	$ 19.95
AMERICAN HISTORY					
29. Age of Exploration	Educational Insights, Inc.	5-12	Supp.	16 illustrated booklets duplicating masters for each booklet teacher's guide	$ 20.00
30. American Adventures (Revised).	Scholastic Book Services	7-12	Yr.	4 student texts (paperbound)	$ 2.95 each
A Nation Conceived and Dedicated				4 teaching guides	$ 3.50 each
Old Hate--New Hope				single volume edition (hardcover)	$ 10.85
Coming of Age				teaching guide	$ 6.00
Yesterday, Today and Tomorrow				4 duplicating master sets	$ 12.50 each
				4 sound filmstrip units	$ 79.50 each
				complete filmstrip program	$ 275.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
31. American Heritage Learning Kit (to accompany Visual Education Corporation cassette programs)	Visual Education Corporation	6-12	Supp.	Immigration wall map teacher's guide	$ 6.00
32. American History Filmstrip Series:	Learning Corporation of America	7-12	Supp.	8 filmstrip sets (each set contains 2 filmstrips w/cassettes and teacher's guide)	$ 49.00 each
The Puritan Experience: Forsaking England					
The Puritan Experience: Making a New World					
The Witches of Salem: The Horror and the Hope					
The Constitution: The Compromise that made a Nation					
George Washington and the Whiskey Rebellion: Testing the Constitution					
A Slave's Story: Running a Thousand Miles to Freedom					
The Masses and the Millionaires: The Homestead Strike					
Teddy Roosevelt: The Right Man at the Right Time					
33. American History	Follet Publishing Company	9-12	Yr.	student text(hardbound) teacher's guide(student text available in 4 paper bound volumes)	$10.98 $ 3.93

Title	Publisher	Grade Level	Time Required	Type of Material	Price
34. American History: A Comprehensive Review of Major Topics	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	$ 3.96
35. America Is	Charles E. Merrill Publishing Company	7-8	Yr.	student text(hardbound) annotated teacher's edition discovery book(workbook) teacher's edition (workbook) evaluation program (duplicating masters) media package	$ 9.30 $ 10.20 $ 3.00 $ 3.30 $ 21.00 $105.00
36. The American People	Steck-Vaugh Company	7-10	Yr.	2 worktexts	$ 1.98 each
37.. Behind Enemy Lines American Spies and Saboteurs in World War II	Julian Messner	8-12	Supp.	student resource book	$ 7.29
38. The Building of the Panama Canal: "The Land Divided, The World United"	Multi-Media Productions, Inc.	9-12	Supp.	3 filmstrips 3 cassettes	$ 36.00
39. The Civil War: Roots of Conflict	Coronet Instructional Media	7-11	Supp.	filmstrips with cassettes	$ 99.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
40. Eyewitness. Vol. 1 and 2	Visual Education Corporation	6-12	Supp.	6 cassettes, listener's guide	$67.00
41. Foundation's Edition of American Is (American History through Reconstruction)	Charles E. Merrill Publishing Company	7-8	Sem./ Yr.	student text annotated teacher's edition discovery book (workbook teacher's edition (workbook) evaluation program (duplicating masters)	$ 7.65 $ 8.55 $ 2.55 $ 3.00 $18.00
42. Foundations in Social Studies. The Development of American Economic Life	Harcourt Brace Jovanovich, Inc.	9-12	Quart./ Sem.	student text (paperbound) teaching guide	$ 4.95 $ 1.50
43. Gold To Build A Nation: The United States Before the Civil War	Multi-Media Productions, Inc.	9-12	Supp.	3 filmstrips 3 cassettes	$36.00
44. Growing Up With America's Cities	Spoken Arts, Inc.	6-10	Supp.	4 filmstrips 4 cassettes teacher'sguide w/reading scripts 8 duplicating masters	$89.95
45. History of a Free People	Macmillan Publishing Co., Inc.	10-12	Yr.	student text (hardbound) teacher's edition workbook teacher's edition (workbook) tests answer key to tests	$13.75 $14.70 $ 3.54 $ 4.29 $ 2.40 $ 1.32
46. A History of Our American Republic	Laidlaw Brothers	9-12	Yr.	student text (hardbound) teacher's manual	$12.75 $ 1.53

Title	Publisher	Grade Level	Time Required	Type of Material	Price
47. How to Prepare for College Board Achievement Tests: Social Studies, American History	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	$ 3.96
48. Industrial Revolution in America	Coronet Instructional Media	7-12	Supp.	filmstrips w/cassettes	$105.00
49. Leaders in Social Reform	Encyclopedia Britannica Educational Corporation	4-9	Supp.	4 sound filmstrips w/ records or cassettes complete set	$ 17.00 each $ 57.95
50. Living History Library. Hard Trials On My Way	New American Library	11-12	Supp.	student resource book (paperbound)	$ 1.95
51. Living History Library. Hooray for Peace, Hurrah for War	New American Library	11-12	Supp.	student resource book (paperbound)	$ 1.95
52. Locality	Interact Company	8-12	Supp.	individual learning project	$ 5.00
53. Looking Far West	New American Library	9-12	Supp.	student resource book (paperbound)	$ 2.50
54. Marathon: Pursuit of the President 1972-1976	New American Library	11-12	Supp.	student resource book (paperbound)	$ 2.95
55. Nixon vs. Nixon	New American Library	10-12	Supp.	student resource book (paperbound)	$ 2.25
56. The New America: Writings By Early Observers	BFA Educational Media	7-12	Supp.	6 sound color filmstrips (cassettes/records) teachers' guide	$102.00

Title	Publisher	Grade Level	Time Required	Type of material	Price
J. Hector St. John de Crevecoeur Alexander Hamilton Benjamin Franklin Alexis De Toqueville Francis Parkman					
57. Our American Minorities	Globe Book Company, Inc.	8-11	Sem.	student text (paperbound) teaching guide	$ 4.50 free
58. People and Our Country	Holt,Rinehart and Winston, Inc.	10-11	Yr.	student text (hardbound) teacher's guide unit and chapter tests worksheets	$ 11.40 $ 5.97 $ 25.95 $ 25.95
59. Race To Promontory Point. The First Transcontinental Railroad: Central Pacific-Eastward	Multi-Media Productions, Inc.	9-12	Supp.	1 filmstrip 1 cassette	$ 14.95
60. Race To Promontory Point. The First Transcontinental Railroad: Union Pacific-Westward	Multi-Media Productions, Inc.	9-12	Supp.	1 filmstrip 1 cassette	$ 14.95
61. Reading American History	Scott, Foresman and Company	7-12	Yr.	student text (paperbound) teacher's edition	$ 2.73 $ 3.87
62. The Revolutionary Age of Andrew Jackson	Avon Books	6-12	Supp.	student resource book	$ 1.50

Title	Publisher	Grade Level	Time Required	Type of Material	Price
63. The Search for Identity: Modern American History	J. B. Lippincott Company	10-12	Yr.	student text (hardbound) teacher's manual duplicating master tests	$ 10.98 $ 1.98 $ 7.20
64. Shadow of the Czar: Russian Colonization in North America	Multi-Media Productions, Inc.	9-12	Supp.	1 filmstrip 1 cassette	$ 14.95
65. The Shop on High Street, Toys and Games of Early America	Atheneum Publishers	6-12	Supp.	student resource book	$ 6.95
66. Student Activity Maps for American History. Part 1 and Part 2	Educational Masterprints Company	7-12	Supp.	2 sets duplicating masters 2 teacher's guides	$ 6.50 each
67. Understanding Historical Research: A Search for Truth	Research Publications	7-12	Sem./ Yr.	student text	$ 7.95
68. The Unsettling of America: Culture and Agriculture	Avon Books	12	Supp.	student resource book	$ 4.95
69. Voices of the 20th Century Learning Kit (to accompany Visual Education Corporation cassette programs)	Visual Education Corporation	6-12	Supp.	teacher's guide wall chart 12 photographs	$ 8.50
70. Witch Trials: Crisis In Fear	Greenhaven Press	7-12	Supp.	simulation game	$ 19.95
71. With Malice Toward None	New American Library	11-12	Supp.	student resource book (paperbound)	$ 2.95

Title	Publisher	Grade Level	Time Required	Type of Material	Price
72. World War I-The Home Front Great Depression and New Deal World War II-The Home Front	Social Issues Resources, Series, Inc.	9-12	Supp.	3 teaching units containing documents reproductions, charts, photos, letters, cassettes tapes	$ 25.00 each
AMERICAN STUDIES					
73. The Bingo Long Traveling All-Stars & Motor Kings	Spoken Arts, Inc.	7-12	Supp.	4 filmstrips 4 cassettes/records teacher's guide w/reading scripts 8 duplicating masters	$ 89.95
74. Black Diamonds: An Oral History of Negro Baseball	Visual Education Corporation	6-12	Supp.	3 cassettes listener's guide	$ 34.00
75. The Great American Comedy Scene	Julian Messner	8-12	Supp.	student resource book	$ 7.79
76. Great Baseball Stories: Today and Yesterday	Julian Messner	8-12	Supp.	student resource book	$ 7.79
77. Scott Joplin: King of Ragtime	Spoken Arts, Inc.	7-12	Supp.	4 filmstrips 4 cassettes/records teacher's guide w/scripts 8 duplicating masters	$ 89.95
78. Sports	Interact Company	8-12	Supp.	individual learning project	$ 5.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
79. Time Capsule	Interact Company	6-12	Supp.	educational simulations 35 student guides teacher's guide w/pages to reproduce	$ 14.00
ANTHROPOLOGY/ARCHAEOLOGY					
80. King Tutankhamun: His Tomb and His Treasure	Pathescope Educational Media, Inc.	5-12	Supp.	sound filmstrip kit	$ 60.00
81. Talking Rocks	Simile II	5-12	Supp.	simulation; complete directions in instructor's manual	$ 5.00
CONSUMER EDUCATION					
82. Captioned filmstrips for Consumer Education:	Changing Times Education Services	8-12	Supp.	each kit contains 5 or 6 filmstrips, 5 or 6 cassettes, 7-12 linemasters, reading list, exercise sheets, guide to inquiry and discussion, and teaching guide. Kits are adapted from sound filmstrip kits and are designed for students with impaired hearing	$125.00 each
So You Want to Use Credit					
So You Want Wheels					
Let's Go Shopping					
				8 kits	$925.00
Justice in the Marketplace					
Money and Lifestyle					
Typical Gyps and Frauds					

Title	Publisher	Grade Level	Time Required	Type of Material	Price
Buying Health Care					
Banking and Banking Services					
83. Consumer Economics: Today & Tomorrow	Harper & Row Publishers, Inc	8-12	Yr./ Sem.	student text instructor's manual	$ 5.06 free
84. Consumer Reports Education Program	Consumer Union	6-12	Supp.	Consumer Reports (magazine) for 4 months "Teaching Tools for Consumer Reports" minimum order	$ 1.40 each student $ 18.00
85. Sense and Cents: How to Manage Your Money	The Center for Humanities, Inc.	9-12	Supp.	2 part sound-slide program	$139.50
86. The Use and Misuse of Credit: Surviving in a World of Plastic	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips 1 cassette	$ 19.95
CONTEMPORARY ISSUES					
87. Associated Press Special Report: Gambling	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	$ 50.00
88. Terrorism	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 cassettes program guide 8 spirit masters	$ 52.00
89. Our Pill Society	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 cassettes program guide 8 spirit masters	$ 52.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
DEATH/DYING					
90. Death	Interact Company	8-12	Supp.	individual learning project	$ 5.00
ECONOMICS					
91. The American Economic System	Society for Visual Education, Inc.	9-12	Supp.	4 color filmstrips	$ 17.00 each
The Free Enterprise System				4 cassettes	$ 8.00 each
The Role of Business				teacher's manual with 22 skill extenders	$ 25.00 each
The Consumer's Role				complete set	$ 99.00
Government's Role					
92. American Economic System. . .and Your Part in It, An Illustrated Guide to the	Advertising Council	8-12	Supp.	illustrated picturebook, approximately 20 pp.	TBA
93. American Economic System, A Teacher's Guide to the	Advertising Council	8-12	Supp.	teacher's guide	TBA
94. Analyzing Government Regulation: Resource Guide	Joint Council on Economic Education	9-12	Supp.	teacher's manual with reproducible student pages	$ 4.50
95. Associated Press Special Reports: Agribusiness	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 records/cassettes program guide	$ 52.00
96. Associated Press Special Report: Full Employment	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes program guide	$ 50.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
97. The Economics of Soviet Communism	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	$ 14.95
98. Economics: Principles and Practices. Third Edition	Charles E. Merrill Publishing Company	10-12	Yr./ Sem.	student text teacher's guide activity workbook teacher's edition (activity workbook) evaluation program (duplicating masters)	$ 8.70 $ 2.70 $ 3.60 TBA TBA
99. Economics Today and Tomorrow	Harper & Row Publishers, Inc.	9-12	Yr.	text study guide instructor's manual	$ 10.80 $ 4.15 $ each
100. Economy Size	Goodyear Publishing Company	5-8	Supp.	teacher resource book with reproducible student pages	$ 8.95
101. Employment in the American Economic System... and Your Part in It	Advertising Council	8-12	Supp.	16 page booklet	$ .15
102. Gold: The Noble Metal	Julian Messner	8-12	Supp.	student resource book	$ 7.29
103. Inflation in the American Economic System. . . and Your Part in It	Advertising Council	8-12	Supp.	16 page booklet	$ .15
104. Productivity in the American Economic System. . . and Your Part in It	Advertising Council	8-12	Supp.	16 page booklet	$ .15
105. Resources, Needs & Choices Earth & Its Resources	BFA Educational Media	5-12	Supp.	4 sound color filmstrips (cassette/record) 12 activity masters	$ 70.00

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
	Resources, People & Places				teacher's guide	
	Resources & World Trade					
	Resources, Needs & Choices					
106.	Test of Economic Literacy	Joint Council on Economic Education	11-12	Supp.	teacher's manual student test booklets Form A, 25 copies Form B, 25 copies nationally normed cognitive tests	$ 2.75 $ 6.00 $ 6.00
107.	Trade Off: The Land Use Planning Game	Joint Council on Economic Education	9-12	Supp.	game for 9-19 players	$ 25.00
	ENVIRONMENTAL EDUCATION/ECOLOGY					
108.	Changing Land Use: Peachtree Street, Atlanta. A Case Study in Sequent Occupance	Geography Curriculum Project	6-8	Supp.	student text and workbook for 6-week unit	$ 3.00
109.	Changing Land Use: The Black Lachlan District of Australia. A Case Study of a Semi-Arid Area	Geography Curriculum Project	6-8	Supp.	student text and workbook for 6-week unit	$ 3.00
110.	Changing Land Use: The Fens of England. A Case Study in Land Reclamation	Geography Curriculum Project	6-8	Supp.	student text and workbook for 6-week unit	$ 3.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
111. Exploring Environmental Choices... As A Family	Metropolitan Life Insurance Company	7-12	Supp.	6-page folder	free
112. Extinction: The Game of Ecology	Carolina Biological Supply Company	10-12	Supp.	simulation game: gameboard, rules summary, game parts, manual	$ 15.95
113. Living With A Limit: Practical Ideas for Energy Conservation	The Center for Humanities, Inc.	9-12	Supp.	2 part sound-slide program	$139.50
114. Nuclear Energy	Educational Activities, Inc.	8-12	Supp.	5 color filmstrips, 5 cassettes, guide	$ 79.00
115. Solar Energy: Putting Sunshine in Your Life	The Center for Humanities, Inc.	9-12	Supp.	2 part sound-slide program	$139.50
FAMILY HISTORY					
116. Finding Your Roots	Educational Insights, Inc.	4-12	Supp.	activity book duplicating masters	$ 1.50 $ 4.95
GEOGRAPHY					
117. Geo-Cepts Global Regions	Denoyer-Geppert Company	5-8	Supp.	student book teacher guide	TBA TBA
118. Physical Geography, Revised Metric Edition	The MacMillan Company of Canada, Ltd.	10-11	not available	student text	$ 8.95
119. This is Our World	Silver Burdett Company	7-8	Yr.	student text teacher's edition	$ 8.97 $ 12.48

Title	Publisher	Grade Level	Time Required	Type of Material	Price
				duplicating master	$ 9.57
				activity sheets	
				social studies skills book	$ 2.34
				teacher's edition	$ 1.20
				performance test,	
				duplicating master answer sheet	$ 3.30
				sound/color filmstrips	$ 99.00
				individual learning package	$ 99.00
120. United States Basic Skills Maps	Sunburst Communications	6-9	Supp.	15 sets of 15 "see through" maps	$ 79.00
				13 self-contained learning activities	
				teacher's guide with answer key	
				5 different post-tests	
				additional map sets:	$ 3.00 per set
121. The Western Hemisphere	Allyn & Bacon, Inc.	7-9	Yr.	student text	$ 10.47
				teacher's guide	$ 5.55
				workbook	$ 3.00
				teacher's edition (workbook)	$ 3.00
122. World Geography	American Book Company	7-12	Yr.	student text	$ 14.40
				teacher's edition	$ 15.72
GLOBAL STUDIES/INTERNATIONAL AFFAIRS					
123. Canadian-American Relations	Educational Activities, Inc.	7-9	Supp.	3 cassettes (6 lessons) 12 dittos, guide	$ 29.95
124. Deadline Data on World Affairs	DMC, Inc.	8-12	Supp.	digest of the world press 180 files	$250.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
				teacher's handbook Weekly highlights DDWA subject index (computerized)	$ free free free
125. Global Interdependence and the Multi-national Firm (Headline Series 239)	Foreign Policy Association	11, 12	Supp.	student resource book, 64 pp. paperbound	$ 1.40
126. Great Decisions '78	Allyn and Bacon, Inc.	9-12	Quart./ Supp.	student text, paperbound teacher's guide	$ 2.94 $ 1.08
127. Human Needs and the Security of Nations (Headline Series 238)	Foreign Policy Association	11, 12	Supp.	student resource book, 64 pp., paperbound	$ 1.40
128. Human Rights	Prentice-Hall Media	9-12	Supp.	2 filmstrips 2 cassettes program guide 8 duplicating masters	$ 52.00
129. Human Rights & the Holocaust	Educational Activities, Inc.	8-12	Supp.	set includes: 4 copies of book, 2 two-sided cassettes, 6 transparencies, guide extra books	$ 24.95 $ .89 each
130. Issue: Both Sides of the Panama Canal	Educational Enrichment Materials	7-12	Supp.	color filmstrip with cassette duplicating master teacher's guide	$ 22.00
131. Latin America in World Affairs: The Politics of Inequality	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	$ 2.36
132. Middle East Update	Educational Enrichment Materials	7-12	Supp.	color filmstrip with cassette duplicating master teacher's guide	$ 22.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
133. Life Skills: Filling Out Forms and Following Directions	The Center for Humanities, Inc.	9-12	Supp.	3 part sound-slide program	$179.50
134. Overcoming Inferiority	Human Relations Media	7-12	Supp.	2 filmstrips 2 cassettes teacher's guide	$ 60.00
135. You and the Group	Human Relations Media	7-12	Supp.	2 filmstrips 2 cassettes teacher's guide	$ 60.00
LEGAL EDUCATION					
136. Decisions: Student Casebook on Civil Law Decisions: Student Casebook on Criminal Law	Paul S. Amidon & Associates, Inc.	7-12	Supp.	2 booklets of categorized cases of infractions of law, with questions; illustrations by famous cartoonists answer book for teachers	$ 2.75 each
137. The Family	Anderson Publishing Company	9-12	Supp.	student text teacher's guide	$ 1.42 $ .50
138. Juvenile Justice	Institute for Political/Legal Education	9-12	Quart.	teacher's manual with reproducible student pages	$ 6.00
139. Landlord--Tenant	Anderson Publishing Company	9-12	Supp.	student text teacher's guide	$ 1.42 $ .50
140. Law and Crime	Encyclopedia Britannica Educational Corporation	7-12	Supp.	3 filmstrips w/cassettes 2 audio-cassettes student resource reader teacher's guide	$ 93.50

Title	Publisher	Grade Level	Time Required	Type of Material	Price
141. Law and Lawmakers	Encyclopedia Britannica Educational Corporation	7-12	Supp.	3 filmstrips w/cassettes 2 audio-cassettes student resource reader teacher's guide	$ 93.50
142. Law and the Environment	Encyclopedia Britannica Educational Corporation	7-12	Supp.	3 filmstrips w/cassettes audio-cassettes student resource reader teacher's guide	$ 67.00
143. Law and the Family	Institute for Political/Legal Education	9-12	Quart.	teacher's manual with reproducible student pages	$ 5.00
144. The Law Dictionary	Anderson Publishing Company	9-12	Supp.	student resource book (paperbound)	$ 5.00
145. Law in a Free Society Authority Privacy Responsibility Justice	Law in a Free Society	K-1 2-3 4-5 5-6 7-9 10-12	Curr./ Supp.	For each title at each of 6 grade levels: 4 filmstrips with cassettes 30 student books	$ 75.00 to $ 117.00
146. The Law, the Supreme Court and the People's Rights	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	$ 5.56
147. Living Law Program Criminal Justice Civil Justice	Scholastic Book Services	8-12	Sem./ Yr.	2 texts (paperbound) 2 teaching guides 2 duplicating master books	$ 2.95 $ 3.50 $ 9.95
148. Our Legal Heritage	Silver Burdett Company	9-12	Yr.	student text teacher's manual	$ 5.97 $ 3.00
149. Practical Law	Holt, Rinehart and Winston, Inc.	7-12	Sem.	student text (paperbound) teacher's guide	$ 3.90 $ 1.04

Title	Publisher	Grade Level	Time Required	Type of Material	Pirce
150. Under the Law	Walt Disney Educational Media Company	7-12	Supp.	5 sound filmstrips teacher's guide	$210.00
PSYCHOLOGY					
151. Basic Concepts in Psychology	Prentice-Hall Media	9-12	Supp.	4 filmstrips 4 cassettes/records program guide	$ 99.00
152. Behavior Modification	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	$ 90.00
153. Biofeedback	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	$ 14.95
154. Carl Rogers: Client-Centered Therapy	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	$ 14.95
155. Charting the Unconscious Mind	Human Relations Media	7-12	Supp.	2 filmstrips 2 cassettes teacher's guide	$ 60.00
156. Experiencing Psychology	Science Research Associates, Inc.	10-12	Yr.	student text instructor's manual student workbook test bank	$ 9.95 $ 2.00 $ 2.95 $ 2.45
157. Exploring the Brain: The Newest Frontier	Human Relations Media	9-12	Supp.	5 filmstrips 5 cassettes teacher's guide	$150.00
158. Five Faces	Interact Company	8-12	Supp.	individual learning project	$ 5.00
159. Human Drives	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	$ 14.95

	Title	Publisher	Grade Level	Time Required	Type of Material	Price
160.	Meditation: The Art of Self-Awareness	Prentice-Hall Media	9-12	Supp.	2 filmstrips 3 cassettes or 2 records 1 cassette program guide	$ 59.00
161.	Origins of Mental Illness	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	$ 90.00
162.	Psychological Conflicts of Contemporary Society	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	$ 90.00
163.	Psychology: A Personal Perspective	Prentice-Hall Media	9-12	Supp.	4 filmstrips 4 cassettes/records program guide	$ 99.00
164.	Psychology: The Study of Behavior	Guidance Associates	9-12	Supp.	2 color filmstrips 2 records/cassettes teacher's guide	$ 52.50
165.	Psychology Today and Tomorrow	Harper & Row Publishers, Inc.	9-12	Yr.	student text study guide instructor's manual	$ 10.80 $ 4.15 free
166.	Psychosomatic Illnesses	Human Relations Media	7-12	Supp.	3 filmstrips 3 cassettes teacher's guide	$ 90.00
167.	Right Brain/ Left Brain	Interact Company	8-12	Supp.	individual learning project	$ 5.00
168.	Rolo May vs. B.F. Skinner: Are Humans Free?	Multi-Media Productions, Inc.	9-12	Supp.	filmstrip cassette	$ 14.95

Title	Publisher	Grade Level	Time Required	Type of Material	Price
SOCIOLOGY					
169. Associated Press Special Report: School Dropouts	Prentice-Hall Media	7-12	Supp.	2 filmstrips 2 records/cassettes	$ 50.00
170. Child Abuse: America's Hidden Epidemic	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips cassette	$ 19.95
171. Children of Alcoholic Parents	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips cassette	$ 19.95
172. Inquiries in Sociology	Allyn & Bacon, Inc.	10-12	Sem.	student text teacher's guide (includes handouts and 2 recordings)	$ 9.66 $ 8.61
173. Introduction to Sociology and Anthropology	Prentice-Hall Media	9-12	Supp.	22 filmstrips 21 cassettes or records 6 program guides 12 spirit masters	$465.00
174. Marriage	Interact Company	8-12	Supp.	individual learning project	$ 5.00
175. Marriage and Families	Julian Messner	8-12	Supp.	student resource book	$ 7.79
176. Sociology: People in Groups	Science Research Associates, Inc.	9-12	Yr.	student text (hardbound) instructor's manual student activity book	$ 8.75 $ 1.85 $ 2.45
177. Sociology: Understanding Society	Prentice-Hall, Inc.	9-12	Yr./ Sem.	student text (hardbound) teacher's guide	$ 9.48 $ 3.51
URBAN STUDIES					
178. Urban Communities	Charles E. Merrill Publishing Company	9-12	Yr./ Sem./ Quart.	student text (hardbound) or 4 modules(paperbound) teacher's guide evaluation program media package	$ 7.95 $ 2.25 each $ 3.30 $ 21.00 $ 75.00

Title	Publisher	Grade Level	Time Required	Type of Material	Price
VALUES EDUCATION					
179. Values Clarification. Revised Edition	Hart Publishing Company	8-12	Supp.	handbook of strategies for teachers and students	$ 6.95
180. You Decide: Making Moral Decisions	Sunburst Communications	8-12	Supp.	3 color filmstrips 2 records/cassettes teacher's guide	$ 85.00
WOMEN'S STUDIES/MEN'S STUDIES					
181. Access	Simile II	12	Supp.	simulation game, complete in instructor's manual	$ 5.00
182. Black Foremothers: Three Lives	The Feminist Press/McGraw Hill	9-12	Supp.	student anthology (paperbound)	$ 5.00
183. The Case of Women	Paul S. Amidon & Associates, Inc.	7-12	Supp.	5 tapes, brief syllabus with questions, suggested reading list	$ 36.00
184. Notable Women of the U.S.	National Geographic Society	5-12	Supp.	2 filmstrips 2 cassettes 2 teacher's manual	$ 35.00
185. Out of the Bleachers: Writings on Women and Sport	The Feminist Press/McGraw Hill	9-12	Supp.	student anthology (paperbound)	$ 5.00
186. Rights and Wrongs: Women's Struggle for Legal Equity	The Feminist Press/McGraw Hill	9-12	Supp.	student resource book (paperbound)	$ 3.25
187. Sally Garcia and Family	Education Development Center, Inc.	10-12	Supp.	film purchase rental resource book	 $425.00 $ 30.00 5.00

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188. Starting a Healthy Family	Education Development Center, Inc.	9-12	Supp.	3 student booklets (12 copies each) teacher's guide parent seminars leader's guide 4 posters 10 audio-tapes filmstrip/cassettes	$100.00
189. We, the American Women. A Documentary History	Science Research Associates, Inc.	9-12	Sem./ Yr.	student text (paperbound) (hardbound) teacher's guide student activity book	$ 6.45 $ 11.65 $ 1.50 $ 1.90
190. Women in America	Rand McNally & Co.	7-12	Supp.	student text	$ 3.84
191. Women Working: An Anthology of Stories and Poems	The Feminist Press/McGraw Hill	9-12	Supp.	student anthology (paperbound)	$ 5.50
WORLD CULTURES/WORLD GEOGRAPHY/AREA STUDIES					
192. Africa	Educational Design, Inc.	7-12	Supp.	4 filmstrips 2 cassettes teacher's manual	$ 79.00
193. The Africa Sketches	Interculture Associates	7-12	Supp.	9 biographical sketches, 64 pp. each paperbound complete set	$ 1.95 each $ 15.00
194. African Society: Ways of Life	Society for Visual Education, Inc.	4-8	Supp.	4 color filmstrips 4 records/cassettes teacher's guide with reading scripts complete set	$ 11.00 each $ 7.50 each $ 70.00

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195.	The Afro-Asian World: A Cultural Understanding	Allyn & Bacon, Inc.	7-12	Yr.	student text teacher's guide workbook (duplicating masters) tests (duplicating masters)	$ 10.77 $ 2.25 $ 28.50 $ 13.50
196.	China After Mao	Educational Enrichment Materials	7-12	Supp.	color filmstrip w/cassette duplicating masters teacher's guide	$ 22.00
197.	Chinese Childhood: A Miscellany of Mythology, Folkore, Fact and Fable	Barron's Educational Series, Inc.	7-12	Supp.	student or teacher resource book	$ 8.76
198.	Countdown Canada: A Conceptual Geography Study	The MacMillan Company of Canada, Ltd.	9-11	not available	student text teacher's guide	$ 9.95
199.	Cross-Cultural Study Prints (2nd rev. ed.)	Interculture Associates	6-12	Supp.	30 study prints of learning about misperceptions of other cultures	$ 12.50
200.	European Cities: Rome, Madrid, Stockholm, Vienna	Encylopedia Britannica Educational Corporation	4-9	Supp.	4 sound filmstrips (records/cassettes) complete set	$ 17.00 each $ 57.95
201.	European Mythology Series Greek Mythology Roman Mythology Norse Mythology Celtic Mythology	BFA Educational Media	5-12	Supp.	4 color filmstrips (cassettes/records) 8 activity masters teacher's guide	TBA

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202.	Europe: Diverse Continent	Encyclopedia Britannica Education Corporation	7-12	Supp.	6 sound filmstrips (records/cassettes) complete set	$ 17.00 each $ 57.95
203.	Four Families of the Middle East Cairo Merchant Family Nile Farming Family Teheran City Family Desert Nomad Family	BFA Educational Media	5-12	Supp.	4 color filmstrips (cassettes/records) 6 activity masters teacher's guide	TBA
204.	Harambee, Kenya!	Interculture Associates	7-12	Supp.	4 color filmstrips w/ cassettes guide deals with Kenya's landscape, cultures, and peoples	$ 90.00
205.	The Indian Subcontinent	Educational Design, Inc.	7-12	Supp.	4 filmstrips 2 cassettes teacher's manual	$ 79.00
206.	Latin America	Educational Design, Inc.	7-12	Supp.	4 filmstrips 2 cassettes teacher's manual	$ 79.00
207.	Leningrad: A Center of Soviet	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/cassette teacher's guide	$ 23.00
208.	Mao and the Perpertual Revolution	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	$ 7.96

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209.	Nigeria and the Ivory Coast: Entering the 21st Century	Multi-Media Productions, Inc.	9-12	Supp.	2 filmstrips cassette	$ 19.95
210.	Northern Europe: Scandanavia	Encyclopedia Britannica Educational Corporation	7-12	Supp.	4 sound filmstrips (records/cassettes) complete set	$ 17.00 each $ 57.95
211.	Peoples and Cultures Series India Latin America Mediterranean Rim Southeast Asia	McDougal, Littell & Company	9-12	Supp.	4 students texts 4 teacher's manuals	$ 5.04 each $ 1.29 each
212.	Southern Europe: Mediterranean Lands	Encyclopedia Britannica Educational Corporation	7-12	Supp.	4 sound filmstrips (records/cassettes) complete set	$ 17.00 each $ 57.95
213.	Soviet Central Aisa	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/ cassette teacher's guide	$ 23.00
214.	Soviet Transcaucasia	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/ cassette teacher's guide	$ 23.00
215.	The Soviet World	Educational Design, Inc.	7-12	Supp.	4 filmstrips 2 cassettes teacher's manual	$ 79.00
216.	Understanding Modern China China's Revolution Living in China Feeding the People: Communes	BFA Educational Media	7-12	Supp.	6 color filmstrips (cassettes/records) teacher's guide	$102.00

Title	Publisher	Level	Required	Type of Material	Price
Supporting Agriculture: Industry					
Education in China					
China's Heritage					
217. The United States and Canada: Anglo-America	Educational Design, Inc.	7-12	Supp.	5 filmstrips 3 cassettes teacher's manual	$ 98.00
218. A Visit to Canterbury Cathedral	Encore Visual Education, Inc.	7-12	Supp.	color filmstrip w/cassette teacher's guide	$ 23.00
219. West Africa Today:	Educational Activities, Inc.	8-12	Supp.	4 color filmstrips, 4 cassettes, guide	$ 64.00
An Introduction Village Life City Life Arts & Crafts					
220. Western Europe	Educational Design, Inc.	7-12	Supp.	5 filmstrips 3 cassettes teacher's manual	$ 98.00
WORLD HISTORY					
221. Ancient Civilizations	National Geographic Society	5-12	Supp.	5 filmstrips 5 cassettes/records 2 teacher's manuals	$ 74.50
222. Ancient Monuments & Mysteries	National Geographic Society	5-12	Supp.	filmstrip cassette 2 teacher's manuals	$ 18.00
223. Ancient Rome	Society for Visual Education, Inc.	5-8	Supp.	4 color filmstrips 4 cassettes teacher's guide complete set	$ 11.50 each $ 8.00 each $ 84.00

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224. China: Tradition and Revolution	The Macmillan Company of Canada, Ltd.	11-13	not available	student text	$ 7.25
225. Dispatches	Avon Books	12	Supp.	student resource book on the Vietman War	$ 3.95
226. Great Explorers	National Geographic Society	5-12	Supp.	4 filmstrips 4 cassettes/records 2 teacher's manuals	$ 62.50
227. Holocaust	Bantam Books, Inc.	8-12	Supp.	student resourcebook--tie-in with NBC-TV show teacher's guide	$ 2.25
228. The Holocaust Years: Society on Trial	Bantam Books, Inc.	8-12	Supp.	student resource book teacher's guide	$ 1.95
229. How to Prepare for College Board Achievement Tests in European History and World Cultures	Barron's Educational Series, Inc.	10-12	Supp.	student resource book	$ 4.76
229. The Impact of the Industrial Revolution	Harcourt Brace Jovanovich, Inc.	9-12	Quart./ Sem.	student text (paperbound) teacher's guide	$ 4.50 $ 1.50
230. Intercom 87. Global Perspectives: The Human Dimension, Part 2	Center for Global Perspectives	7-12	Supp.	magazine	$ 1.75
231. Intercom 88. Global Perspectives: Bridging Social Studies and Language Arts	Center for Global Perspectives	7-12	Supp.	magazine	$ 1.75
232. Intercom 89. Global Perspectives: Through Asian Experiences	Center for Global Perspectives	7-12	Supp.	magazine	$ 1.75

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233. The ISMS: Modern Doctrines and Movements	Greenhaven Press	9-12	Supp.	6 student texts paperbound hardbound 24 pamphlets of the chapters from each book	$ 2.95 each $ 6.95 each $ .98 each
234. Mawson's Will	Avon Books	8-12	Supp.	student resource book on Antartica in early 1900's	$ 2.50
235. Mummy's Message	Interact Company	5-12	Supp.	simulation 35 student guides teacher's guide pyramid charts	$22.00
236. Myths of the Ancient World	Spoken Arts, Inc.	6-10	Supp.	4 filmstrips 4 cassettes/records teacher's guide with scripts 8 duplicating masters	$89.95
237. The 100: A Ranking of the Most Influential Persons in History	Hart Publishing Co.	8-12	Supp.	student resource book	$12.50
238. Riding the Nightmare	Atheneum Publishers	7-12	Supp.	student resource book on witchcraft	$ 9.95
239. Student Activity Maps for Modern World History	Educational Masterprints Company	7-12	Supp.	pre-printed duplicating masters teacher's guide	$ 6.50
240. Top Secret Projects of World War II	Julian Messner	8-12	Sem.	student resource book	$ 7.29
241. Western Man and the Modern World: Africa, Latin American and The East	Pergamon Press, Inc.	9-12	Quart.	student text paperbound hardbound	241 $ 6.00 $ 7.50

Title	Publisher	Grade Level	Time Required	Type of Material	Price
				teaching resource book	$ 6.00
				primary source readings	$ 1.50
				set of 3 sound filmstrips to match texts	$ 67.50
242. Western Man and the Modern World: The Western World Today	Pergamon Press, Inc.	9-12	Quart.	student text	
				paperbound	$ 6.75
				hardbound	$ 9.00
				teaching resource book	$ 6.00
				primary source readings	$ 1.50
				set of 6 sound filmstrips	$135.00
243. Women Who Ruled: Cleopatra to Elizabeth II	Julian Messner	8-12	Supp.	student resource book	$ 7.79